

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

<p>Topic 1: Psychology’s History and Approaches</p>	
<p>AP Scoring Guidelines</p> <p>SC1: The course provides instruction in history and approaches.</p> <p>SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.</p>	
<p>Graduation Expectation(s):</p> <ul style="list-style-type: none"> 1.1 Acquiring and applying knowledge within and across the curriculum. 1.2 Analyzing and evaluating information 1.3 Applying technology as a learning tool across all disciplines 2.1 Working cooperatively and or independently. 2.2 Applying problem solving strategies. 2.3 Utilizing resources and time effectively 4.1 Reasoning widely and critically 4.2 Writing clearly, concisely, and persuasively 4.3 Speaking, listening, and interpreting effectively 4.4 Mastering technology as a means of communication 	
<p>National Standard for Psychology: Standard Area: Introduction and Research Methods</p> <p>1.0 Contemporary perspectives used by psychologists to understand behavior and mental processes in context</p> <p>2.0 Major subfields and career opportunities that comprise psychology.</p> <p>3.0 Research strategies used by psychologists to explore behavior and mental processes</p> <p>5.0 Ethical issues in research with human and other animals that are important to psychologists</p>	<p>Psychology Perspectives Benchmarks: Standard Area: Introduction and Research Methods</p> <p>1.1 Describe and compare the biological, behavioral, cognitive, and sociocultural perspective</p> <p>2.1 List and explain the major subfields of psychology</p> <p>2.2 Examine the role of ethics in research and professional practice</p> <p>3.1 Describe the elements of an experiment</p> <p>3.2 Explain the importance of sampling in psychological research</p> <p>3.3 Describe and compare quantitative and qualitative research strategies</p> <p>5.1 Identify ethical issues in psychological research</p>

<p>National Standards in Historical Thinking:</p> <ul style="list-style-type: none"> ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>National Standards in Historical Thinking Benchmarks:</p> <ul style="list-style-type: none"> ❖ Evidence historical perspectives ❖ Draw upon data and historical maps. ❖ Hypothesize the influence of the past. ❖ Obtain historical data
<p style="text-align: center;">GSES:</p> <p style="text-align: center;">T1: Basic operations and concepts T2: Social, ethical, and human issues T3: Technology productivity tools T4: Technology communications tools T5: Technology research tools T6: Technology problem-solving and decision-making tools</p> <p style="text-align: center;">ACS1: Creation/Performance ACS2: Perception ACS3: Context/Cultural ACS4: Tools ACS5: Integration</p> <p style="text-align: center;">Applied Learning Standards A1: Problem Solving A2: Communication (oral and / or written) A3: Research (information tools) A4: Critical Thinking (learning and self-management) A5: Reflection and Evaluation (working with others)</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Is Psychology a science? • What questions can psychologists answer better than other scientists? • Is a science defined by its methodologies? • Are there behaviors or mental processes that do not fall under the umbrella of psychological science? • How do both nature and nurture influence behavior and mental processes? • How can biology, psychology, and social-cultural influences explain a particular behavior or mental processes? • Why would psychologists be interested in behavior and mental processes that are not about mental illnesses? • What is the value of basic research? 	

- Is there a career choice that would not be informed by psychological science?
- How can knowledge of psychological science inform a person's career?
- How can knowledge of psychological science help people live better lives?

Content Topics:

- ◆ Psychology's Roots
- ◆ Psychological Science Develops
- ◆ Psychology's Biggest Question
- ◆ Psychology's Three Main Levels of Analysis
- ◆ Psychology's Subfields
- ◆ Basic Research Subfields
- ◆ Applied Research Subfields
- ◆ The Helping Professions

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will describe how psychology developed from its prescientific roots in early understanding of mind and body to the beginnings of modern science.
- ◆ The students will study the important milestones in psychology's early development.
- ◆ The students will describe how psychology continued to develop from the 1920s - today.
- ◆ The students will be able to summarize the nature – nurture debate in psychology.
- ◆ The students will be able to describe psychology's main subfields.
- ◆ The students will describe psychology's three main levels of analysis and related perspectives.
- ◆ The students will explain how psychological principles can help you learn and remember, and do better on the AP exam.
- ◆ The students will describe what psychologists in various professions do and where they work.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ Forty Cases that Changed Psychology
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils

- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Analysis of the presence of psychology in films.
- ◆ Formative and Summative Assessments
- ◆ Observable v. Unobservable Graphic Organizer
- ◆ Dinner Party with A Dead Psychologist Project
- ◆ The Outrageous Celebrity Branches of Psychology Project
- ◆ 40 Cases that Changed Psychology
- ◆ Psychological Theory Puzzles
- ◆ Practice AP Exam Components
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 2: Research Methods: Thinking Critically With Psychological Science

AP Scoring Guidelines

SC2: The course provides instruction in research methods used in psychological science, practice, and ethics.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Area: Introduction and Research Methods

3.0 Research strategies used by psychologists to explore behavior and mental processes

5.0 Ethical issues in research with human and other animals that are important to psychologists

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

Psychology Perspectives Benchmarks:
Standard Area: Introduction and Research Methods

2.2 Examine the role of ethics in research and professional practice

3.1 Describe the elements of an experiment

3.2 Explain the importance of sampling in psychological research

3.3 Describe and compare quantitative and qualitative research strategies

5.1 Identify ethical issues in psychological research

❖ Standard V: Historical Issues – Analysis and Decision Making

National Standards in Historical Thinking Benchmarks:

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

SS1: Comprehension

SS2: Analysis and Interpretation

SS3: Research

T1: Basic operations and concepts

T2: Social, ethical, and human issues

T3: Technology productivity tools

T4: Technology communications tools

T5: Technology research tools

T6: Technology problem-solving and decision-making tools

ACS1: Creation/Performance

ACS2: Perception

ACS3: Context/Cultural

ACS4: Tools

ACS5: Integration

Applied Learning Standards

A1: Problem Solving

A2: Communication (oral and / or written)

A3: Research (information tools)

A4: Critical Thinking (learning and self-management)

A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How can the scientific method help us draw more informed conclusion?
- ◆ In what ways is our confidence in our predictions often wrong?
- ◆ Why is it important to understand how randomness works?
- ◆ Why is curiosity important to psychologists?
- ◆ Why is skepticism important to psychologists?
- ◆ Why is humility important to a psychologist?
- ◆ Why is critical thinking important to science?
- ◆ What value does critical thinking provide to the scientific process?

- ◆ How does the popular conception of a “theory” differ from the scientific use of the term?
- ◆ Why are operational definitions important to the scientific process?
- ◆ Why is the replication such an important function of science?

Content Topics:

- ◆ Experiments, Correlational, and Clinical Research
- ◆ Statistics
- ◆ Ethics in Research

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will participate in the questionnaire process
- ◆ The students, in groups of two, will create a visually appealing 12-15 question survey
- ◆ The students will view videos pertaining to the interview method.
- ◆ Students will dialogue the benefits of each using the five guidelines
- ◆ The students will watch a documentary pertaining to Philip Zimbardo’s Experiment and Case Study
- ◆ Students will write create a formal critique of the experiment. Students will place their findings in a 2-3 page MLA format paper.
- ◆ The students will participate in an experiment and record their findings

Instructional Resources and Equipment:

- ◆ Student textbook – Myers’ Psychology for AP Second Edition
- ◆ Forty Cases that Changed Psychology
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers
- ◆ Videos: Zimbardo’s Experiment
- ◆ Questionnaire/Survey rubric

Assessment Task(s):

- ◆ Creation of a questionnaire
- ◆ Practice AP Exam Components
- ◆ Paper in reaction to the Zimbardo Experiment
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece
- ◆ Module Readings / Guided Notes
- ◆ Kahoot Review Games

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 3: Biological Basis of Behavior

AP Scoring Guidelines

SC3: The course provides instruction in biological basis of behavior.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

<p>National Standards for Psychology: Standard Area: The Nervous System</p> <p>1.0 Structure and function of the Neuron</p> <p>2.0 Organization of the nervous system</p> <p>3.0 Hierarchical organization of the structure and function of the brain</p> <p>4.0 Technologies and clinical methods for studying the brain</p> <p>5.0 Specialized functions of the brain’s hemisphere</p> <p>6.0 Structure and function of the endocrine system</p> <p>National Standards in Historical Thinking:</p> <ul style="list-style-type: none"> ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>Psychology Perspectives Benchmarks: Standard Area: The Nervous System</p> <p>1.1 Identify the neuron as the basis for neural communication</p> <p>1.2 Describe how information is transmitted and integrated in the nervous system</p> <p>1.3 Analyze how the process of neurotransmission can be modified by heredity and environment</p> <p>2.1 Classify the major divisions and subdivisions of the nervous system</p> <p>2.2 Differentiate the functions of the various subdivisions of the nervous system</p> <p>3.1 Identify the structure and function of the major regions of the brain</p> <p>3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex</p> <p>4.1 Explain how research and technology have provided methods to analyze brain behavior and disease</p> <p>5.1 Compare and contrast the influences on brain function between left and right hemispheres</p> <p>6.1 Describe how the endocrine glands are linked to the nervous system</p> <p>National Standards in Historical Thinking Benchmarks:</p> <ul style="list-style-type: none"> ❖ Evidence historical perspectives ❖ Draw upon data and historical maps. ❖ Hypothesize the influence of the past. ❖ Obtain historical data
---	---

GSES:

OC1: Interactive Listening
OC2: Make Oral Presentations
SS1: Comprehension
SS2: Analysis and Interpretation
SS3: Research
T1: Basic operations and concepts
T2: Social, ethical, and human issues
T3: Technology productivity tools
T4: Technology communications tools
T5: Technology research tools
T6: Technology problem-solving and decision-making tools
ACS1: Creation/Performance
ACS2: Perception
ACS3: Context/Cultural
ACS4: Tools
ACS5: Integration

Applied Learning Standards
A1: Problem Solving
A2: Communication (oral and / or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- Why is studying biology important to understanding psychology?
- Why is knowing about neural communications important?
- Why is knowing about the nervous system important?
- How do the endocrine system and nervous system interact?
- How have modern techniques of studying the brain helped our understanding of behavior and mental processes?
- Why are the parts of the brain that control more basic function called “older”?
- What qualities of the cortex differentiate humans from other animals?
- How are the functions of the cortex different and similar to the other animals?
- Why is it important for the brain to be plastic and regenerative?
- What can research of split brain tell us, or not tell us, about how the brain works?
- How do intact brains work differently from split brains?
- What are the benefits and drawbacks of dual processing?
- How important are your genes to your daily behavior and mental processes?
- How do studies of twins and adoptees inform us about the nature-nurture issue?
- What is the promise of the molecular genetics research?
- How does knowing the heritability of a trait help inform an individual about behavior and mental processes?
- How do heredity and environment work together?
- How is being genetically similar important?

- What is the value of evolutionary explanations for gender differences?
- How would you explain the nature-nurture issue to someone who has not studied psychology?

Content Topics:

- ◆ Biology, Behavior and Mind
- ◆ Neural Communication
- ◆ The Nervous System
- ◆ The Endocrine System
- ◆ The Tools of Discovery: Having Our Heads Examined
- ◆ Older Brain Structures
- ◆ Structures of the Cortex
- ◆ Functions of the Cortex
- ◆ The Brain's Plasticity
- ◆ Our Divided Brain
- ◆ Right-Left Differences in the intact Brain
- ◆ The Biology of Consciousness
- ◆ Genes: Our Codes for Life
- ◆ Twin and Adoption Studies
- ◆ The New Frontier: Molecular Genetics
- ◆ Heritability
- ◆ Gene-Environmental Interaction
- ◆ Natural Selection and Adaptation
- ◆ Evolutionary Success Helps Explain Similarities
- ◆ An Evolutionary Explanation of Human Sexuality
- ◆ Reflections on Nature and Nurture

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will be able to explain why psychologists are concerned with human biology.
- ◆ The students will describe the parts of a neuron, and explain how its impulses are generated.
- ◆ The students will complete diagrams of a neuron.
- ◆ The students will demonstrate a familiarity with the neurons.
- ◆ The students will describe how the nerve cells communicate with other nerve cells.
- ◆ The students will describe how neurotransmitters influence behavior, and explain how drugs and other

chemicals affect neurotransmitters.

- ◆ The students will describe the functions of the nervous system's main divisions, and identify the three main types of neurons.
- ◆ The students will describe the nature and functions of the endocrine system and its interaction with the nervous system.
- ◆ The students will be able to describe several techniques for studying the brain's connections to behavior and mind.
- ◆ The students will describe the components of the brainstem, and summarize the functions of the brainstem, thalamus, and cerebellum.
- ◆ The students will describe the limbic system's structure and functions.
- ◆ The students will identify the various regions of the cerebral cortex, and describe their functions.
- ◆ The students will discuss the brain's ability to reorganize itself, and define neurogenesis.
- ◆ The students will explain how split brain research helps us understand the functions of our two brain hemispheres.
- ◆ The students will explain what is meant by "dual processing" as revealed by today's cognitive neuroscience.
- ◆ The students will define genes, and describe how behavioral genetics explain our individual differences.
- ◆ The students will identify the potential uses of molecular genetics research.
- ◆ The students will explain what is meant by heritability, and discuss how it relates to individuals and groups.
- ◆ The students will discuss the interaction of heredity and environment.
- ◆ The students will describe evolutionary psychologists' use of natural selection to explain behavior tendencies.
- ◆ The students will discuss explanations for gender differences in sexuality and mating preferences.
- ◆ The students will summarize the key criticisms of evolutionary psychology, and describe how evolutionary psychologists respond.
- ◆ The students will describe the biopsychosocial approach to individual development.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ Forty Cases that Changed Psychology
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector

- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Right and Left Brain Quiz
- ◆ Right Brain / Left Brain Analysis Response Paper
- ◆ Graphic Organizers : The Neuron, Functions of the Brain
- ◆ Inside Your Child's Mind: A Visual Guide
- ◆ Memory Quiz
- ◆ Journal Entries
- ◆ Practice AP Exam Components
- ◆ Candy Neuron Activity
- ◆ Neural Chain Activity
- ◆ Toilet Neuron Activity
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 4: Sensation and Perception	
<p>AP Scoring Guidelines</p> <p>SC4: The course provides instruction in sensation.</p> <p>SC5: The course provides instruction in perception.</p> <p>SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.</p>	
<p>Graduation Expectation(s):</p> <ul style="list-style-type: none"> 1.1 Acquiring and applying knowledge within and across the curriculum. 1.2 Analyzing and evaluating information 1.3 Applying technology as a learning tool across all disciplines 2.1 Working cooperatively and or independently. 2.2 Applying problem solving strategies. 2.3 Utilizing resources and time effectively 4.1 Reasoning widely and critically 4.2 Writing clearly, concisely, and persuasively 4.3 Speaking, listening, and interpreting effectively 4.4 Mastering technology as a means of communication 	
<p>National Standard for Psychology: Standard Area: Introduction and Research Methods</p> <p>1.0 Contemporary perspectives used by psychologists to understand behavior and mental processes in context</p> <p>National Standards in Historical Thinking:</p> <ul style="list-style-type: none"> ❖ Standard II: Historical Comprehension ❖ Standard III: Historical Analysis and Interpretation ❖ Standard IV: Historical Research Capabilities ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>Psychology Perspectives Benchmarks: Standard Area: Introduction and Research Methods</p> <p>1.1 Describe and compare the biological, behavioral, cognitive, and sociocultural perspective</p> <p>National Standards in Historical Thinking Benchmarks:</p> <ul style="list-style-type: none"> ❖ Evidence historical perspectives ❖ Draw upon data and historical maps. ❖ Hypothesize the influence of the past. ❖ Obtain historical data

GSES:

T1: Basic operations and concepts
T2: Social, ethical, and human issues
T3: Technology productivity tools
T4: Technology communications tools
T5: Technology research tools
T6: Technology problem-solving and decision-making tools
ACS1: Creation/Performance
ACS2: Perception
ACS3: Context/Cultural
ACS4: Tools
ACS5: Integration

Applied Learning Standards

A1: Problem Solving
A2: Communication (oral and / or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- What are the implications of having the ability to attend selectively to stimuli?
- What are the implications of sensory information not getting transformed and delivered to the brain properly?
- Why are thresholds important to our ability to interact with the world around us?
- How does sensory adaptation help people live day to day?
- What are some benefits and drawbacks of a perceptual set?
- How influential is context on our sensation and perception?
- What are the implications of emotions and motivations influencing sensation and perception?
- How is light important to vision?
- What are the most important aspects of light that make vision possible?
- How do feature detectors and parallel processing affect our visual perception?
- How do we see color?
- Why do we organize visual information in particular ways?
- How does this type of organization help us understand the world around us?
- How does losing or regaining vision affect perception?
- How does this perceptual adaptation help us day-to-day?
- How are sound waves important to hearing?
- What are the most important aspects of sound waves that make hearing possible?
- What aspects of the ear make hearing possible?
- Is touch a sensory system that is taken for granted?
- What is the importance of pain in our lives?
- How does our sense of taste affect other aspects of our lives?
- What is the importance of smell in everyday life?
- How can knowing about our body position and movement be important?
- Why is sensory interaction important?

Content Topics:

- Selective Attention
- Transduction
- Thresholds
- Sensory Adaptation
- Perceptual Set
- Context Effects
- Emotion and Motivation
- The Stimulus Input: Light Energy
- The Eye
- Visual Information Processing
- Color Vision
- Visual Organization
- Visual Interpretation
- The Stimulus Input: Sound Waves
- The Ear
- Touch
- Pain
- Taste
- Smell
- Body Position and Movement
- Sensory Interaction

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will contrast sensation and perception, and explain the difference between bottom-up processing and top-down processing.
- ◆ The students will discuss how much information we can consciously attend at once.
- ◆ The students will identify the three steps that are basic to all our sensory systems.
- ◆ The students will distinguish between absolute and difference thresholds, and discuss whether we can sense and be affected by stimuli below the absolute threshold.
- ◆ The students will explain the function of sensory adaptation.

- ◆ The students will explain how our expectations, contexts, emotions, and motivation influence our perceptions.
- ◆ The students will list the claims of ESP, and discuss the conclusions of most of research psychologist after putting these claims to the test.
- ◆ The students will describe the characteristics of visible light, and explain the process by which the eye transforms light energy into neural messages.
- ◆ The students will describe how the eye and the brain process visual information.
- ◆ The students will discuss the theories that help us understand color vision.
- ◆ The students will describe Gestalt psychologists' understands perceptual organization, and explain how figure-ground and grouping principles contribute to our perceptions.
- ◆ The students will explain how we use binocular and monocular cues to perceive the world in three dimensions and perceive motions.
- ◆ The students will explain how perceptual constancies help us organize our sensations into meaningful perceptions.
- ◆ The students will describe what research on restored vision, sensory restriction, and perceptual adaptation reveals about the effects of experience on perception.
- ◆ The students will describe the characteristics of air pressure waves, and explain the process by which the ear transforms sound energy into neural messages.
- ◆ The students will discuss the theories that help us understand pitch perception.
- ◆ The students will describe how we locate sounds.
- ◆ The students will describe the sense of touch.
- ◆ The students will discuss how we best understand and control pain.
- ◆ The students will describe the senses of taste and smell.
- ◆ The students will explain how we sense our body's position and movement.
- ◆ The students will describe how our senses interact.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper

- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Analysis of the presence of psychology in films.
- ◆ Formative and Summative Assessments
- ◆ Taste Lab
- ◆ Touch Lab
- ◆ Sensation / Perception Vocab Photo Challenge
- ◆ Practice AP Exam Components

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 5: States of Consciousness

SC6: The course provides instruction in states of consciousness

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standards for Psychology:
Standard Area:

IVD-1: Nature of Consciousness

IVD-2: Characteristics of Sleep and Theories that explain why we sleep

IVD-3: Theories used to explain and interpret dreams

IVD-4: Basic phenomena and uses of hypnosis

IVD-5: Categories of Psychoactive drugs and their effects

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

Psychology Perspectives Benchmarks:
Standard Area:

IVD-1.1: Define States Of consciousness

IVD-1.2: Describe levels of consciousness

IVD-2.1: Describe the sleep cycle

IVD-2.2: Compare theories that explain why we sleep

IVD-2.3: Assess types of sleep disorders

IVD-3.1: Demonstrate an understanding of individual differences in dream content and recall

IVD-3.2: Compare different theories about the use and meaning of dreams

IVD-4.1: Describe several hypnotic phenomena

IVD-4.2: Explain possible uses of hypnosis in psychology

❖ Standard V: Historical Issues – Analysis and Decision Making

IVD-5.1: Characterize The major categories of psychoactive drugs and their effects

IVD-5.2: Evaluate the effects of narcotic, depressant, stimulant and hallucinogenic drugs.

National Standards in Historical Thinking Benchmarks:

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
 - OC2: Make Oral Presentations
 - SS1: Comprehension
 - SS2: Analysis and Interpretation
 - SS3: Research
 - T1: Basic operations and concepts
 - T2: Social, ethical, and human issues
 - T3: Technology productivity tools
 - T4: Technology communications tools
 - T5: Technology research tools
 - T6: Technology problem-solving and decision-making tools
 - ACS1: Creation/Performance
 - ACS2: Perception
 - ACS3: Context/Cultural
 - ACS4: Tools
 - ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
 - A2: Communication (oral and / or written)
 - A3: Research (information tools)
 - A4: Critical Thinking (learning and self-management)
 - A5: Reflection and Evaluation (working with others)

Essential Question(s):

- What does it mean to be conscious?

- What is hypnosis?
- How do biological rhythms affect your everyday life?
- Why do we sleep?
- If sleep is so important, why do some people avoid it?
- How do sleep disorders affect your daily life?
- Are dreams important to daily life?
- How does the misuse of drugs affect your daily life?
- Why is it important to know about the different types of psychoactive drugs?

Content Topics:

- ◆ Defining Consciousness
- ◆ Hypnosis
- ◆ Biological Rhythms and Sleep
- ◆ Sleep Theories
- ◆ Sleep Deprivation
- ◆ Sleep Disorders
- ◆ Dreams
- ◆ Tolerance and Addiction
- ◆ Types of Psychoactive Drugs

Student-Centered Learning Tasks and Opportunities:

- ◆ Students will describe the place of consciousness in psychology's history?
- ◆ Students will define hypnosis and describe how a hypnotist can influence a hypnotized subject?
- ◆ Students will discuss whether hypnosis is an extension of normal consciousness or an altered state.
- ◆ Students will describe how our biological rhythms influence our daily functioning.
- ◆ Students will explain how biology and environment interact in our sleep patterns.
- ◆ Students will describe sleep's function.
- ◆ Students will describe the effects of sleep loss, and identify the major sleep disorders.
- ◆ Students will describe the most common content of dreams.
- ◆ Students will identify proposed explanations for why we dream.
- ◆ Students will define substance use disorders, and explain the roles of tolerance, withdrawal, and addiction.

- ◆ Students will identify depressants, and describe their effects.
- ◆ Students will identify the stimulants, and describe their effects.
- ◆ Students will identify the hallucinogens, and describe their effects.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Sleep and dream log and diary
- ◆ Hypnosis article analysis
- ◆ Meditation reflection

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 6: Learning

AP Scoring Guidelines

SC7: The course provides instruction in learning.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Area: Introduction and Research Methods

3.0 Research strategies used by psychologists to explore behavior and mental processes

5.0 Ethical issues in research with human and other animals that are important to psychologists

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

Psychology Perspectives Benchmarks:
Standard Area: Introduction and Research Methods

2.2 Examine the role of ethics in research and professional practice

3.1 Describe the elements of an experiment

3.2 Explain the importance of sampling in psychological research

3.3 Describe and compare quantitative and qualitative research strategies

5.1 Identify ethical issues in psychological research

❖ Standard V: Historical Issues – Analysis and Decision Making

National Standards in Historical Thinking Benchmarks:

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:
SS1: Comprehension
SS2: Analysis and Interpretation
SS3: Research
T1: Basic operations and concepts
T2: Social, ethical, and human issues
T3: Technology productivity tools
T4: Technology communications tools
T5: Technology research tools
T6: Technology problem-solving and decision-making tools
ACS1: Creation/Performance
ACS2: Perception
ACS3: Context/Cultural
ACS4: Tools
ACS5: Integration
Applied Learning Standards
A1: Problem Solving
A2: Communication (oral and / or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- ◆ How do we learn?
- ◆ How can people know that they've learned?
- ◆ How are associations important to learning?
- ◆ How are consequences important to learning?
- ◆ What are the most important aspects of Skinner's experiments that have contributed to the understanding of learning?
- ◆ How can you apply operant conditioning to your own life?
- ◆ How do classical and operant conditioning differ?

- ◆ How does biology constrain conditioning?
- ◆ How does cognition affect conditioning?
- ◆ How do classical and operant affect our sense of personal control?
- ◆ How important are role models?
- ◆ How can you apply observational learning to your own life?

Content Topics:

- ◆ How Do We Learn?
- ◆ Classical Conditioning
- ◆ Operant Conditioning
- ◆ Skinner's Experiments
- ◆ Applications of Operant Conditioning
- ◆ Contrasting Operant and Classical Conditioning
- ◆ Biological Constraints on Conditioning
- ◆ Cognition's Influence on Conditioning
- ◆ Learning and Personal Control
- ◆ Mirrors and Imitation in the Brain
- ◆ Applications Of Observational Learning

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will define learning and identify basic forms of learning.
- ◆ The students will describe the basic components of classical conditioning, and explain behaviorism's view of learning.
- ◆ The students will summarize the process of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- ◆ The students will explain why Pavlov's work remains so important and describe some applications of his work to human health and well-being.
- ◆ The students will describe operant conditioning, and explain how operant behavior is reinforced and shaped.
- ◆ The students will discuss the difference between the positive and negative reinforcement, and identify the basic types of reinforcement.
- ◆ The students will explain how the different reinforcement schedules affect behavior.
- ◆ The students will discuss how punishment and negative reinforcement differ, and explain how

punishment affects behavior.

- ◆ The students will describe the controversy over Skinner's Views of human behavior.
- ◆ The students will identify some ways to apply operant conditioning principles at school, in sports, at work, at home, and for self-improvement.
- ◆ The students will identify the characteristics that distinguish operant conditioning from classical conditioning.
- ◆ The students will explain how biological constraints affect classical and operant conditioning.
- ◆ The students will explain how cognitive processes affect classical and operant conditioning.
- ◆ The students will identify the two ways that people learn to cope with personal problems.
- ◆ The students will describe how a perceived lack of control can affect people's behavior and health.
- ◆ The students will describe the process of observational learning, and explain how some scientists believe it is enabled by mirror neurons.
- ◆ The students will discuss the impact of prosocial modeling and of antisocial modeling.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ Forty Cases that Changed Psychology
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Creation of a questionnaire
- ◆ Practice AP Exam Components
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece
- ◆ Module Readings / Guided Notes

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 7: Cognition

AP Scoring Guidelines

SC8: The course provides instruction in cognition.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Area: Introduction and Research Methods

3.0 Research strategies used by psychologists to explore behavior and mental processes

5.0 Ethical issues in research with human and other animals that are important to psychologists

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

Psychology Perspectives Benchmarks:
Standard Area: Introduction and Research Methods

2.2 Examine the role of ethics in research and professional practice

3.1 Describe the elements of an experiment

3.2 Explain the importance of sampling in psychological research

3.3 Describe and compare quantitative and qualitative research strategies

5.1 Identify ethical issues in psychological research

<p>❖ Standard V: Historical Issues – Analysis and Decision Making</p>	<p>National Standards in Historical Thinking Benchmarks:</p> <ul style="list-style-type: none"> ❖ Evidence historical perspectives ❖ Draw upon data and historical maps. ❖ Hypothesize the influence of the past. ❖ Obtain historical data
---	--

<p>GSES:</p> <p>SS1: Comprehension SS2: Analysis and Interpretation SS3: Research</p> <p>T1: Basic operations and concepts T2: Social, ethical, and human issues T3: Technology productivity tools T4: Technology communications tools T5: Technology research tools T6: Technology problem-solving and decision-making tools</p> <p>ACS1: Creation/Performance ACS2: Perception ACS3: Context/Cultural ACS4: Tools ACS5: Integration</p> <p>Applied Learning Standards</p> <p>A1: Problem Solving A2: Communication (oral and / or written) A3: Research (information tools) A4: Critical Thinking (learning and self-management) A5: Reflection and Evaluation (working with others)</p>

<p>Essential Question(s):</p> <ul style="list-style-type: none"> ◆ What is memory? ◆ How can we improve our encoding of memories? ◆ Are parts of the brain more important to memory than others? ◆ What is the relationship between getting information into and out of memory? ◆ Can forgetting ever be a good thing? ◆ How can we make our memory retrieval more reliable? ◆ How can we improve memory? ◆ What is the function of concepts?

- ◆ What does it mean to be creative?
- ◆ What are the best strategies for solving problems?
- ◆ How can we avoid making bad decisions?
- ◆ What is language?
- ◆ How do we develop language?
- ◆ How does our brain process language?
- ◆ Does language influence thought? Or vice versa?

Content Topics:

- ◆ Studying memory
- ◆ Building Memories: Encoding
- ◆ Memory Storage
- ◆ Retrieval: Getting Information Out
- ◆ Forgetting
- ◆ Memory Construction Errors
- ◆ Improving Memory
- ◆ Thinking and Concepts
- ◆ Creativity
- ◆ Problem Solving: Strategies and Obstacles
- ◆ Forming Good and Bad Decisions and Judgements
- ◆ Language Structure
- ◆ Language Development
- ◆ The Brain and Language
- ◆ Language and Thought

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will define memory.
- ◆ The students will explain how psychologists describe human memory system.
- ◆ The students will distinguish between explicit and implicit memories.
- ◆ The students will identify the information we process automatically.
- ◆ The students will explain how sensory memory work.
- ◆ The students will describe the capacity of our short-term and working memory.

- ◆ The students will describe the effortful processing strategies that help us remember new information.
- ◆ The students will describe the levels of processing and their effect on encoding.
- ◆ The students will describe the capacity and location of our long term memories.
- ◆ The students will describe the roles of the frontal lobes and hippocampus in memory processing.
- ◆ The students will describe the roles of the cerebellum and basal ganglia in our memory processing.
- ◆ The students will discuss how emotions affect our memory processing.
- ◆ The students will explain how changes at the synapse level affect our memory processing.
- ◆ The students will explain how memory is measured.
- ◆ The students will describe how external cues, internal emotions, and order of appearance influence memory retrieval.
- ◆ The students will explain why we forget.
- ◆ The students will explain how misinformation, imagination, and source amnesia influence our memory construction, and describe how we decide whether a memory is real or false.
- ◆ The students will describe the reliability of young children's eyewitness descriptions, and discuss the controversy related to claims of repressed and recovered memories.
- ◆ The students will describe how you can use memory research findings to do better in this and other courses.
- ◆ The students will define cognition, and describe the functions of concepts.
- ◆ The students will identify the factors associated with creativity, and describe ways of promoting creativity.
- ◆ The students will describe the cognitive strategies that assist our problem solving, and identify the obstacles that hinder it.
- ◆ The students will explain what is meant by intuition, and describe how the representativeness and availability heuristics, overconfidence, belief perseverance, and framing influence our decisions and judgements.
- ◆ The students will describe how smart thinkers use intuition.
- ◆ The students will describe the structural components of language.
- ◆ The students will identify the milestones in language development.
- ◆ The students will describe how we acquire language.
- ◆ The students will identify the brain areas involved in language processing and speech.
- ◆ The students will describe the relationship between language and thinking, and discuss the value of thinking in images.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Creation of a questionnaire
- ◆ Practice AP Exam Components
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece
- ◆ Module Readings / Guided Notes

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 8: Motivation, Emotion, and Stress

AP Scoring Guidelines

SC9: The course provides instruction in motivation.

SC10: The course provides instruction in emotion.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Area: Introduction and Research Methods

3.0 Research strategies used by psychologists to explore behavior and mental processes

5.0 Ethical issues in research with human and other animals that are important to psychologists

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research

Psychology Perspectives Benchmarks:
Standard Area: Introduction and Research Methods

2.2 Examine the role of ethics in research and professional practice

3.1 Describe the elements of an experiment

3.2 Explain the importance of sampling in psychological research

3.3 Describe and compare quantitative and qualitative research strategies

5.1 Identify ethical issues in psychological research

<p>Capabilities</p> <ul style="list-style-type: none"> ❖ Standard V: Historical Issues – Analysis and Decision Making 	<p>National Standards in Historical Thinking Benchmarks:</p> <ul style="list-style-type: none"> ❖ Evidence historical perspectives ❖ Draw upon data and historical maps. ❖ Hypothesize the influence of the past. ❖ Obtain historical data
<p style="text-align: center;"> GSES: SS1: Comprehension SS2: Analysis and Interpretation SS3: Research T1: Basic operations and concepts T2: Social, ethical, and human issues T3: Technology productivity tools T4: Technology communications tools T5: Technology research tools T6: Technology problem-solving and decision-making tools ACS1: Creation/Performance ACS2: Perception ACS3: Context/Cultural ACS4: Tools ACS5: Integration Applied Learning Standards A1: Problem Solving A2: Communication (oral and / or written) A3: Research (information tools) A4: Critical Thinking (learning and self-management) A5: Reflection and Evaluation (working with others) </p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ◆ Do humans have instincts? Why or why not? ◆ How do drives and incentives motivate behavior? ◆ What factors contribute to optimum arousal? ◆ Are some needs and drives more basic than others? ◆ How does our body communicate and cope with hunger? ◆ How do differences in weight affect behavior and our interaction with others? 	

- ◆ How does our body respond to sex?
- ◆ How does sex affect behavior?
- ◆ What are the benefits of belonging?
- ◆ What are effects of being left out?
- ◆ How does social connection and networking affect behavior?
- ◆ How are thinking and emotions related?
- ◆ How does the body create and respond to emotions?
- ◆ What cues are important to detecting emotions in others?
- ◆ How does gender result in different emotional experiences?
- ◆ How do facial expressions influence emotional experiences?
- ◆ What is stress?
- ◆ How does stress affect our ability to fight disease?

Content Topics:

- ◆ Instincts and evolutionary psychology
- ◆ Drives and Incentives
- ◆ Optimum Arousal
- ◆ A Hierarchy of Motives
- ◆ The Physiology of Hunger
- ◆ The Psychology of Hunger
- ◆ Obesity and Weight Control
- ◆ The Physiology of Sex
- ◆ The Psychology of Sex
- ◆ The Benefits of Belonging
- ◆ The Pain of Being Shut Out
- ◆ Connecting and Social Networking
- ◆ Cognition and Emotion
- ◆ Embodied Emotion
- ◆ Detecting Emotion in Others
- ◆ Gender, Emotion, and Nonverbal Behavior
- ◆ Culture and emotional Expressions
- ◆ The Effects of Facial Expressions

- ◆ Stress: Some Basic Concepts
- ◆ Stress and Susceptibility to Disease

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will define motivation as psychologists use the term, and identify the perspective useful for studying motivated behavior.
- ◆ The students will discuss cultural and situational factors that influence hunger.
- ◆ The students will discuss the factors that predispose some people to become and remain obese.
- ◆ The students will describe the human sexual response cycle, and identify the dysfunctions that disrupt it.
- ◆ The students will discuss the impact of hormones, and external and internal stimuli, on human sexual motivation.
- ◆ The students will describe the evidence that points to our human affiliation need – our need to belong.
- ◆ The students will describe how social networking influences us.
- ◆ The students will describe how arousal and expressive behaviors interact in emotion.
- ◆ The students will explain whether we can experience emotions without consciously interpreting and labeling them.
- ◆ The students will describe the link between emotional arousal and the autonomic nervous system, and discuss the relationship between the arousal and performance.
- ◆ The students will discuss whether different emotions activate different physiological and brain-pattern responses.
- ◆ The students will discuss the effectiveness of polygraph in using body states to detect lies.
- ◆ The students will describe our ability to communicate nonverbally, and discuss gender differences in this capacity.
- ◆ The students will discuss the culture-specific and culturally universal aspects of nonverbal expressions of emotion.
- ◆ The students will describe how facial expressions influences our feelings.
- ◆ The students will describe how stress makes us more vulnerable to disease.
- ◆ The students will explain why some of us are more prone than others to coronary heart disease.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ PowerPoint Outlines / Handouts

- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Creation of a questionnaire
- ◆ Practice AP Exam Components
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece
- ◆ Module Readings / Guided Notes

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 9: Developmental Psychology

AP Scoring Guidelines

SC1: The course provides instruction in development psychology.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standards for Psychology:
Standard Area: Life Span Development

IIIA-1: Development as a lifelong process

IIIA-3: Theories Of Development

IIIA-4: Issues surrounding the development process (nature / nurture, continuity / discontinuity, stability / instability, critical periods)

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities

Psychology Perspectives Benchmarks:
Standard Area:

III A-1.1 – Describe physical, social and cognitive changes from the prenatal period throughout the lifespan.

IIIA-1.2: Examine the nature of change over the lifespan.

IIIA -3.1: Explain various developmental models

IIIA – 4.1: Describe the role of critical periods in development

National Standards in Historical Thinking Benchmarks:

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.

❖ Standard V: Historical Issues – Analysis and Decision Making

❖ Obtain historical data

GSES:

OC1: Interactive Listening
SS1: Comprehension
SS2: Analysis and Interpretation
SS3: Research
T1: Basic operations and concepts
T2: Social, ethical, and human issues
T3: Technology productivity tools
T4: Technology communications tools
T5: Technology research tools
T6: Technology problem-solving and decision-making tools
ACS1: Creation/Performance
ACS2: Perception
ACS3: Context/Cultural
ACS4: Tools
ACS5: Integration

Applied Learning Standards
A1: Problem Solving
A2: Communication (oral and / or written)
A3: Research (information tools)
A4: Critical Thinking (learning and self-management)
A5: Reflection and Evaluation (working with others)

Essential Question(s):

- What is the relevant contribution of nature and nurture to our lives?
- Does development occur in stages or as a continuous flow from one level to another?
- As we develop, do we generally stay the same or do we experience significant change?
- What are some important factors to healthy prenatal and newborn development?
- What can parents do to help their children use their brain to aid in its development?
- If infants experience milestones in the same sequence, but not the same timing, what does that tell us about human development?
- How important are our earliest memories and experience on our current lives?
- Why is Piaget's theory so important?
- Why is Vygotsky's theory important to our understanding of development?
- What important points can we learn from Piaget and Vygotsky?
- Why is becoming attached to someone else so important?
- How do temperament and parenting influence our development?
- How influential can deprivation of attachment be to a person?
- What qualities should people look for in a daycare?
- How is self-concept different from self-esteem?
- What factors about parenting influence future behavior in children?

- How do child-raising practices vary between cultures?
- How do people of different genders handle situations in similar ways?
- How do people of different genders handle situations in different ways?
- How much influence does culture have gender role?
- How do adolescents think differently from children and adults?
- How does one form an identity?
- How important is it for adolescents to form an identity?
- Is the development of emerging adulthood a good or bad thing?
- What has research taught us about sexual orientation?
- Is adulthood the only time of physical deterioration?
- How do adults change cognitively as they age?
- Do adults have a social life? How is it similar / different from an adolescent's social life?

Content Topics:

- ◆ Developmental Psychology's Major Issues
- ◆ Prenatal Development and the Newborn
- ◆ Brain Development
- ◆ Motor Development
- ◆ Brain Maturation and Infant Memory
- ◆ Piaget's Theory and Current Thinking
- ◆ An Alternative Viewpoint: Lev Vygotsky's Scaffolding
- ◆ Reflecting on Piaget's Theory
- ◆ Origins of Attachment
- ◆ Attachment Differences: Temperament and Parenting
- ◆ Deprivation of Attachment
- ◆ Day Care
- ◆ Self-Concept
- ◆ Parenting Styles
- ◆ Culture and Child Raising
- ◆ How are we alike? How do we differ?
- ◆ The Nurture of Gender: Our Culture
- ◆ Parents and Early Experiences
- ◆ Peer Influences
- ◆ Cognitive Development
- ◆ Forming an Identity
- ◆ Parent and Peer Relationships

- ◆ Emerging Adulthood
- ◆ Sexual Orientation
- ◆ Physical Development
- ◆ Cognitive Development
- ◆ Social Development

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will identify three issues that have engaged developmental psychologists
- ◆ The students will discuss the course of prenatal development, and explain how teratogens affect the development.
- ◆ The students will describe some abilities of the newborn, noting how researchers are able to identify their mental abilities.
- ◆ The students will describe some developmental changes in the brain and motor abilities during infancy and childhood.
- ◆ The students will describe how an infant's developing brain begins processing memories.
- ◆ The students will describe how a child's mind develops from the perspective of Piaget, Vygotsky, and today's researchers.
- ◆ The students will explain how autism spectrum disorder affects development.
- ◆ The students will describe how parent-infant attachment bonds form.
- ◆ The students will describe how psychologists study attachment differences, and discuss their findings about the effect of temperament and parenting.
- ◆ The students will discuss how childhood neglect, abuse, or family disruption affect children's attachment.
- ◆ The students will discuss the effect of daycare on children.
- ◆ Students will trace the onset and development of children's self-concept.
- ◆ Students will describe the three parenting styles, and explain how children's traits relate to them.
- ◆ Students will discuss gender similarities and differences in psychological traits.
- ◆ Students will discuss the importance of gender roles and gender typing in development.
- ◆ Students will describe how early experiences can modify the brain.
- ◆ Students will describe the ways in which parents and peers shape children's development.
- ◆ Students will define adolescence, and identify the major physical changes during this period.
- ◆ Students will describe adolescent cognitive and moral development, according to Piaget, Kohlberg, and later researchers.
- ◆ Students will describe the social tasks and challenges of adolescence.

- ◆ Students will contrast parental and peer influences during adolescence.
- ◆ Students will discuss the characteristics of emerging adulthood.
- ◆ Students will be able to explain how biological sex is determined and describe the role of sex hormones in gender development.
- ◆ Students will be able to describe some of the ways that sexual development varies.
- ◆ Students will be able to discuss the factors that reduce the risk of sexually transmitted infections.
- ◆ Students will be able to discuss the factors that influence teenagers' sexual behaviors and use of contraception.
- ◆ Students will be able to summarize what research has taught us about sexual orientation.
- ◆ Students will be able to identify the physical changes that occur during middle and late adulthood.
- ◆ Students will be able to assess the impact of aging on memory.
- ◆ Students will be able to discuss the themes and influences that mark the social journey from early adulthood to death.
- ◆ Students will describe the trends in people's self-confidence and life satisfaction across the life span.
- ◆ Students will describe the range of reactions to the death of a loved one.

Instructional Resources and Equipment:

- ◆ Student textbook – Myers' Psychology for AP Second Edition
- ◆ PowerPoint Outlines / Handouts
- ◆ LCD projector
- ◆ Videos
- ◆ Markers, crayons, and colored pencils
- ◆ Butcher Paper
- ◆ NPHS Writing Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Parenting Styles Analysis Paper
- ◆ Gene Pairing Quiz
- ◆ Journal Entries
- ◆ Formative and Summative Assessments
- ◆ Practice AP Exam Components
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 10: Personality

AP Scoring Guidelines

SC10: The course provides instruction in personality.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standards for Psychology:
Standard Area: Personality and Assessment:

- 1.0 What is meant by personality and personality.
- 2.0 Personality approaches and theories
- 3.0 Assessment tools used in personality

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

Psychology Perspectives Benchmarks:
Standard Area: Personality and Assessment

- 1.1 Define personality as the individual’s unique way of thinking, feeling, and acting
- 1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena
- 2.1 Explain the characteristics of the psychoanalytic, cognitive, humanistic, and trait approaches
- 2.2 Identify important contributions to the understanding of personality
- 3.1 Distinguish between objective and projective techniques of personality assessment
- 3.1 Describe tests used in personality

assessment

National Standards in Historical Thinking Benchmarks:

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Comprehension
- SS2: Analysis and Interpretation
- SS3: Research
- T1: Basic operations and concepts
- T2: Social, ethical, and human issues
- T3: Technology productivity tools
- T4: Technology communications tools
- T5: Technology research tools
- T6: Technology problem-solving and decision-making tools
- ACS1: Creation/Performance
- ACS2: Perception
- ACS3: Context/Cultural
- ACS4: Tools
- ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
- A2: Communication (oral and / or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- How does psychoanalysis explain personality?
- Are Freud's ideas on personality and developmental credible?
- How have Freud's ideas on personality and development credible?
- How do we assess the unconscious mind?
- What does it mean to be self-actualized?
- Assessing the self

- Do humanistic theories adequately explain personality?
- How do social-cognitive psychologists explain personality?
- How do we assess the social-cognitive perspective?

Content Topics:

- ◆ Psychoanalytic Theory's Core Ideas
- ◆ Evaluating Freud's Psychoanalytic Perspective
- ◆ The Neo-Freudian and Psychodynamic Theorists
- ◆ Assessing Unconscious Processes
- ◆ The Modern Unconscious Mind
- ◆ Abraham Maslow's Self-Actualizing Person
- ◆ Carl Roger's Person-Centered Perspective
- ◆ Evaluating Humanistic Theories
- ◆ Exploring Traits
- ◆ Assessing Traits
- ◆ The Big Five Factors
- ◆ Evaluating Trait Theories
- ◆ Social – Cognitive Theories
- ◆ Exploring the Self

Student-Centered Learning Tasks and Opportunities:

- ◆ The students will be ???

Instructional Resources and Equipment:

- ◆ Student textbook
- ◆ Various primary and secondary articles
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ The Cat in the Hat book

- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Student selected music
- ◆ Radio and/or iPod Portable Speakers
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Myers Briggs Personality Prototype
- ◆ Defense Mechanisms in Music Project
- ◆ Journal Entries
- ◆ Formative and Summative Assessments
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 11: Testing and Individual Differences

AP Scoring Guidelines

SC11: The course provides instruction in testing and individual differences.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Are: Psychological Disorders and Their Treatments

1.0 Characteristics and origins of abnormal behavior.
The student will distinguish the common characteristics of abnormal behavior as well as cite examples of abnormal behavior.

3.0 Major categories of abnormal behavior.
The student will discuss the major categories of abnormal behavior.

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation

Psychology Perspectives Benchmarks:

- 1.1 Students may indicate this by listing criteria that distinguish normal from disordered behavior. Students will identify patterns of behavior that constitute abnormality.
- 1.2 Students may indicate this by describing observable symptoms of abnormal behavior. Students will distinguish disorders on the basis of severity of interference with functioning.
- 3.1 Students may indicate this by explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, and schizophrenia.

National Standards in Historical Thinking
Benchmarks:

- ❖ Evidence historical perspectives

- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Comprehension
- SS2: Analysis and Interpretation
- SS3: Research
- T1: Basic operations and concepts
- T2: Social, ethical, and human issues
- T3: Technology productivity tools
- T4: Technology communications tools
- T5: Technology research tools
- T6: Technology problem-solving and decision-making tools
- ACS1: Creation/Performance
- ACS2: Perception
- ACS3: Context/Cultural
- ACS4: Tools
- ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
- A2: Communication (oral and / or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- What is intelligence?
- Who is smarter, someone who is good many things or at one thing?
- What does it mean to be emotionally intelligent?
- Where in our brain does intelligence operate?
- Why do we need intelligence testing?
- Do modern tests of mental abilities sufficiently measure intelligence?
- What makes a good test?
- Can intelligence change over time?

- What does it mean to have a different kind of intelligence?
- Are you a product of your genes or your environment?
- What environmental influences affect our behavior most?
- Why do different people perform differently on intelligence testing?
- What makes a test biased?
- How can we fix a biased test?

Content Topics:

- ◆ Introduction to Intelligence
- ◆ Is Intelligence One General Ability or Several Specific Abilities?
- ◆ Emotional Intelligence
- ◆ Is Intelligence Neurologically Measured?
- ◆ The Origins of Intelligence Testing
- ◆ Modern Tests of Mental Abilities
- ◆ Principle of Test Construction
- ◆ Stability or Change
- ◆ Extremes of Intelligence
- ◆ Twin and Adoptive Studies
- ◆ Environmental Influences
- ◆ Group Differences in Intelligence Test Scores
- ◆ The Question of Bias

Student-Centered Learning Tasks and Opportunities:

- The students will discuss the difficulty of defining intelligence.
- The students will present arguments for and against considering intelligence as one general mental ability.
- The students will compare Gardner's and Sternberg's theories of intelligence.
- The students will describe the four components of emotional intelligence.
- The students will describe the relationship between intelligence and brain anatomy.
- The students will describe the relationship between intelligence and neural processing speed.
- The students will discuss the history of intelligence testing.
- The students will distinguish between aptitude and achievement tests.

- The students will discuss the history of intelligence testing.
- The students will distinguish between aptitude and achievement tests.
- The students will explain the meaning of standardization, describe the normal curve.
- The students will explain the meaning of reliability and validity.
- The students will describe the stability of intelligence scores over the life span.
- The students will describe the traits of those at the low and high intelligence extremes.
- The students will discuss the evidence for genetic influence on intelligence, and explain what is meant by heritability.
- The students will discuss the evidence for environmental influences on intelligence.
- The students will describe how and why the genders differ in mental ability and scores.
- The students will describe how and why racial and ethnic groups differ in mental ability.
- The students will discuss whether intelligence tests are inappropriately biased.

Instructional Resources and Equipment:

- ◆ Student textbook
- ◆ Overhead transparencies
- ◆ Overhead projector
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ DSM 5
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Journal Entries
- ◆ Practice AP Exam Components
- ◆ Formative and Summative Assessment
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 12: Abnormal Behavior

AP Scoring Guidelines

SC12: The course provides instruction in abnormal behavior.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Are: Psychological Disorders and Their Treatments

1.0 Characteristics and origins of abnormal behavior.
The student will distinguish the common characteristics of abnormal behavior as well as cite examples of abnormal behavior.

3.0 Major categories of abnormal behavior.
The student will discuss the major categories of abnormal behavior.

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation

Psychology Perspectives Benchmarks:

- 1.1 Students may indicate this by listing criteria that distinguish normal from disordered behavior. Students will identify patterns of behavior that constitute abnormality.
- 1.2 Students may indicate this by describing observable symptoms of abnormal behavior. Students will distinguish disorders on the basis of severity of interference with functioning.
- 3.1 Students may indicate this by explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, and schizophrenia.

National Standards in Historical Thinking
Benchmarks:

- ❖ Evidence historical perspectives

- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Comprehension
- SS2: Analysis and Interpretation
- SS3: Research
- T1: Basic operations and concepts
- T2: Social, ethical, and human issues
- T3: Technology productivity tools
- T4: Technology communications tools
- T5: Technology research tools
- T6: Technology problem-solving and decision-making tools
- ACS1: Creation/Performance
- ACS2: Perception
- ACS3: Context/Cultural
- ACS4: Tools
- ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
- A2: Communication (oral and / or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- How do we define psychological disorders?
- How are psychological disorders different from “normal” behavior?
- What are psychological disorders?
- What are the implications of the label “psychological disorders”?
- What are the psychological disorders more prevalent in some countries or cultures than in others?
- How does generalized anxiety disorder affect people?
- How do phobias affect people?
- How does obsessive-compulsive disorder affect people?

- How does post-traumatic stress disorder affect people?
- What are the roots of anxiety disorders, OCD, and PTSD in people?
- How does major depressive disorder affect people?
- How can you tell someone has schizophrenia?
- When and how does schizophrenia in people?
- How do psychological issues manifest themselves in our general psychological well-being?
- What does it mean to dissociate?
- Why are eating disorders so difficult to treat and recover from?
- How do personality disorders affect people?

Content Topics:

- ◆ Defining Psychological Disorders
- ◆ Understanding Psychological Disorders
- ◆ Classifying Psychological Disorders
- ◆ Labeling Psychological Disorders
- ◆ Rates of Psychological Disorders
- ◆ Generalized Anxiety Disorders
- ◆ Panic Disorder
- ◆ Phobias
- ◆ Obsessive-Compulsive Disorder
- ◆ Posttraumatic Stress Disorder
- ◆ Understanding Anxiety Disorders, OCD, and PTSD
- ◆ Major Depressive Disorder
- ◆ Bipolar Disorder
- ◆ Understanding Mood Disorders
- ◆ Symptoms of Schizophrenia
- ◆ Onset and Development of Schizophrenia
- ◆ Understanding Schizophrenia
- ◆ Somatic Symptoms and Related Disorders
- ◆ Dissociative Disorders
- ◆ Eating Disorders
- ◆ Personality Disorders

Student-Centered Learning Tasks and Opportunities:

- The students will discuss how we draw the line between normality and disorder.
- The students will discuss the controversy over the diagnosis of attention-deficit/hyperactivity disorder.
- The students will contrast the medical model with the biopsychosocial approach to psychological disorders.
- The students will describe how and why clinicians classify psychological disorders.
- The students will explain why some psychologists criticize the use of diagnostic labels.
- The students will discuss the prevalence of psychological disorders, and summarize the findings on the link between poverty and serious psychological disorders.
- The students will identify the different anxiety disorders.
- The students will describe obsessive-compulsive disorder
- The students will describe post-traumatic stress disorder.
- The students will describe how the learning and biological perspectives explain anxiety disorders, OCD and PTSD.
- The students will define mood disorders, and contrast major depressive disorder and bipolar disorder.
- The students will describe how the biological and social-cognitive perspectives explain mood disorders.
- The students will discuss the factors that affect suicide and self-injury, and identify important warning signs to watch for in suicide prevention efforts.
- The students will describe the patterns of thinking, perceiving, feeling that characterize schizophrenia.
- The students will contrast chronic and acute schizophrenia.
- The students will discuss how brain abnormalities and viral infections help explain schizophrenia.
- The students will describe somatic symptom and related disorders.
- The students will describe dissociative disorders, and discuss why they are controversial.
- The students will explain how anorexia nervosa, bulimia nervosa, and binge-eating disorder demonstrate the influence of psychological and genetic forces.
- The students will contrast the three clusters of personality disorders, and describe the behaviors and brain activity that characterize the antisocial personality.

Instructional Resources and Equipment:

- ◆ Student textbook
- ◆ Overhead transparencies

- ◆ Overhead projector
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ Television & Player
- ◆ DSM 5
- ◆ Videos: Shattered Mind, Beautiful Mind, As Good as it Gets, Prime Time Live Video
Munchausen's Syndrome, Clips from Copycat, 13, Girl Interrupted, Three Faces
of Eve, Dying to be Thin
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Pamphlet rubric
- ◆ Oral Presentation Rubric
- ◆ Films in Psychology Rubric
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Creation of a psychological disorder pamphlet
- ◆ Three to five minute oral presentation pertaining to the self selected psychological disorder utilizing at least one visual
- ◆ Analysis of the presence of psychology in films.
- ◆ Presentation of film findings
- ◆ Paper in reaction to the film A Beautiful Mind
- ◆ Journal Entries
- ◆ Formative and Summative Assessment
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 13: Treatment of Abnormal Behavior

AP Scoring Guidelines

SC14: The course provides instruction in treatment.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Are: Psychological Disorders and Their Treatments

1.0 Characteristics and origins of abnormal behavior.
The student will distinguish the common characteristics of abnormal behavior as well as cite examples of abnormal behavior.

3.0 Major categories of abnormal behavior.
The student will discuss the major categories of abnormal behavior.

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension
- ❖ Standard III: Historical Analysis and Interpretation

Psychology Perspectives Benchmarks:

- 1.1 Students may indicate this by listing criteria that distinguish normal from disordered behavior. Students will identify patterns of behavior that constitute abnormality.
- 1.2 Students may indicate this by describing observable symptoms of abnormal behavior. Students will distinguish disorders on the basis of severity of interference with functioning.
- 3.1 Students may indicate this by explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, and schizophrenia.

National Standards in Historical Thinking
Benchmarks:

- ❖ Evidence historical perspectives

- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Comprehension
- SS2: Analysis and Interpretation
- SS3: Research
- T1: Basic operations and concepts
- T2: Social, ethical, and human issues
- T3: Technology productivity tools
- T4: Technology communications tools
- T5: Technology research tools
- T6: Technology problem-solving and decision-making tools
- ACS1: Creation/Performance
- ACS2: Perception
- ACS3: Context/Cultural
- ACS4: Tools
- ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
- A2: Communication (oral and / or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- What does it mean to be mentally well?
- Can mental illnesses be treated by exploring our unconscious?
- How important are listening and support to effective therapy?
- How can we unlearn maladaptive behaviors?
- How can changing our thoughts change our maladaptive behavior?
- How important are family members and other people to effective therapy?
- How do we know a therapy is effective?
- Are drug therapies effective?

- How does altering the brain's electromagnetic chemistry affect mental health?
- How important to our mental health are different parts of the brain?
- How important is it to change our lifestyles to promote mental health?

Content Topics:

- ◆ Introduction to Therapy
- ◆ Psychoanalysis and Psychodynamic Therapy
- ◆ Humanistic Therapies
- ◆ Behavior Therapies
- ◆ Cognitive Therapies
- ◆ Group and Family Therapies
- ◆ Evaluating Psychotherapies
- ◆ Preventing Psychological Disorders
- ◆ Drug Therapies
- ◆ Brain Stimulation
- ◆ Psychosurgery
- ◆ Therapeutic Lifestyle Change

Student-Centered Learning Tasks and Opportunities:

- Students will explain how the basic assumption of behavior therapy differs from those of psychodynamic and humanistic therapies, and describe the techniques used in exposure therapies and aversive conditioning.
- Students will state the main premise of therapy based on operant conditioning principles, and describe the views of its proponents and critics.
- Students will discuss the goals and techniques of cognitive therapy and of cognitive-behavioral therapy?
- Students will discuss the aims and benefits of group and family therapy.
- Students will discuss whether psychotherapy works as interpreted by clients, clinicians, and outcome research.
- Students will describe which psychotherapists are most effective for specific disorders.
- Students will discuss how alternative therapies fare under scientific scrutiny.
- Students will describe the 3 elements shared by all forms of psychotherapy.
- Students will discuss how culture, gender, and values influence therapist-client relationship.
- Students will identify some guidelines for selecting a therapist.

- Students will explain the rationale of preventative mental health programs.
- Students will identify and describe the drug therapies, and explain how double-blind studies help researchers evaluate a drug's effectiveness.
- Students will describe the use of the brain stimulation techniques and psychosurgery in treating specific disorders.
- Students will describe how, by taking care of themselves with a healthy lifestyle, people might find some relief from depression, and explain how this reflects our being biopsychosocial systems.

Instructional Resources and Equipment:

- ◆ Student textbook
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ Television & Player
- ◆ DSM 5
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Journal Entries
- ◆ AP Style Practice Assessments
- ◆ Formative and Summative Assessment
- ◆ Portfolio Assessment Piece

Standards – Based Instructional Unit by Unit Curriculum Guide

Subject: Social Studies

COURSE: Psychology

GRADE/LEVEL: 11&12

Topic 14: Social Psychology

AP Scoring Guidelines

SC15: The course provides instruction in social psychology.

SC17: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Graduation Expectation(s):

- 1.1 Acquiring and applying knowledge within and across the curriculum.
- 1.2 Analyzing and evaluating information
- 1.3 Applying technology as a learning tool across all disciplines
- 2.1 Working cooperatively and or independently.
- 2.2 Applying problem solving strategies.
- 2.3 Utilizing resources and time effectively
- 4.1 Reasoning widely and critically
- 4.2 Writing clearly, concisely, and persuasively
- 4.3 Speaking, listening, and interpreting effectively
- 4.4 Mastering technology as a means of communication

National Standard for Psychology:
Standard Are: Psychological Disorders and Their Treatments

1.0 Characteristics and origins of abnormal behavior.
The student will distinguish the common characteristics of abnormal behavior as well as cite examples of abnormal behavior.

3.0 Major categories of abnormal behavior.
The student will discuss the major categories of abnormal behavior.

National Standards in Historical Thinking:

- ❖ Standard II: Historical Comprehension

Psychology Perspectives Benchmarks:

1.1 Students may indicate this by listing criteria that distinguish normal from disordered behavior. Students will identify patterns of behavior that constitute abnormality.

1.2 Students may indicate this by describing observable symptoms of abnormal behavior. Students will distinguish disorders on the basis of severity of interference with functioning.

3.1 Students may indicate this by explaining selected categories of abnormal behavior, such as anxiety disorders, mood disorders, and schizophrenia.

National Standards in Historical Thinking
Benchmarks:

- ❖ Standard III: Historical Analysis and Interpretation
- ❖ Standard IV: Historical Research Capabilities
- ❖ Standard V: Historical Issues – Analysis and Decision Making

- ❖ Evidence historical perspectives
- ❖ Draw upon data and historical maps.
- ❖ Hypothesize the influence of the past.
- ❖ Obtain historical data

GSES:

- OC1: Interactive Listening
- OC2: Make Oral Presentations
- SS1: Comprehension
- SS2: Analysis and Interpretation
- SS3: Research
- T1: Basic operations and concepts
- T2: Social, ethical, and human issues
- T3: Technology productivity tools
- T4: Technology communications tools
- T5: Technology research tools
- T6: Technology problem-solving and decision-making tools
- ACS1: Creation/Performance
- ACS2: Perception
- ACS3: Context/Cultural
- ACS4: Tools
- ACS5: Integration
- Applied Learning Standards
- A1: Problem Solving
- A2: Communication (oral and / or written)
- A3: Research (information tools)
- A4: Critical Thinking (learning and self-management)
- A5: Reflection and Evaluation (working with others)

Essential Question(s):

- How do we explain people's behavior?
- How do we explain our own behavior?
- How do attitudes and actions work together?
- Why do we conform?
- What is the effect of conformity on our behavior?
- Why do we obey?
- What is the effect of obedience on our behavior?

- Do others help our performance?
- Do others hurt our performance?
- Are we individually responsible for our behavior regardless of context?
- Why do we become polarized in a group?
- How can we avoid group think?
- Can one person make a difference?
- How much influence does our culture have on our behavior?
- What impact does prejudice have on people?
- What is aggression?
- Why do people mean to act selfishly?
- How can we get along with others?

Content Topics:

- ◆ The Fundamental Attribution Error
- ◆ Attitudes and Actions
- ◆ Conformity: Complying with Social Pressures
- ◆ Obedience: Following Orders
- ◆ Social Facilitation
- ◆ Social Loafing
- ◆ Deindividuation
- ◆ Group Polarization
- ◆ Groupthink
- ◆ The Power of Individuals
- ◆ Cultural Influences
- ◆ Prejudice
- ◆ The Biology of Aggression
- ◆ Psychological and Social-Cultural Factors in Aggression
- ◆ The Psychology of Attraction
- ◆ Romantic Love
- ◆ Altruism
- ◆ Conflict and Peacemaking
- ◆

Student-Centered Learning Tasks and Opportunities:

- The students will identify what social psychologists study, and discuss how we tend to explain others' behavior and our own.
- The students will explain whether what we think affects what we do, and whether what we do affects what we think.
- The students will describe what we learned about the power of social influence from Milgram's obedience experiments.
- The students will describe how our behavior is affected by the presence of others.
- The students will explain group polarization and groupthink, and discuss the power of the individual.
- The students will describe how behavior is influenced by cultural norms.
- The students will define prejudice and identify its social and emotional roots
- The students will identify the cognitive roots of prejudice.
- The students will explain how psychology's definition of aggression differs from everyday usage, and identify the biological factors that make us more prone to hurt another.
- The students will outline psychological and social cultural triggers of aggression.
- The students will explain why we befriend or fall in love with some people but not others.
- The students will describe how romantic love typically changes as time passes.
- The students will identify the times when people are most – and least – likely to help.
- The students will discuss how social exchange theory and social norms explain helping behavior.
- The students will explain how social traps and mirror-image perceptions fuel social conflict.
- The students will discuss how we can transform feelings of prejudice, aggression, and conflict into attitudes that promote peace.

Instructional Resources and Equipment:

- ◆ Student textbook
- ◆ Computers equipped with Internet access
- ◆ Listing of Internet websites
- ◆ Student Journals
- ◆ DSM 5
- ◆ Markers, crayons and colored pencils
- ◆ Butcher Paper
- ◆ Graphic Organizers

Assessment Task(s):

- ◆ Journal Entries
- ◆ AP Style Practice Assessment
- ◆ Formative and Summative Assessment
- ◆ Portfolio Assessment Piece