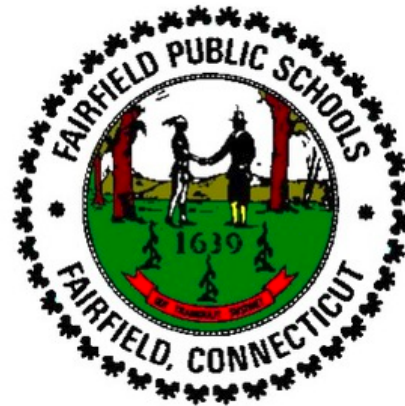


Fairfield Public Schools Social Studies Curriculum

Advanced Placement Psychology



Advanced Placement Psychology: Description

The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Advanced Placement Psychology: Overview

Course Goals

Students will complete a learning experience equivalent to that obtained in most college introductory psychology courses. Students should be able to achieve the following goals within each unit:

1. Recognize how philosophical and physiological perspectives shaped the development of psychological thought;
2. Differentiate types of research with regard to purpose, strengths, and weaknesses;
3. Identify basic processes and systems in the biological bases of behavior;
4. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world;
5. Describe various states of consciousness and their impact on behavior;
6. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning;
7. Describe and differentiate psychological and physiological systems of memory;
8. Identify and apply basic motivational concepts to understand the behavior of humans and other animals;
9. Discuss the interaction of nature and nurture;
10. Compare and contrast the major theories and approaches to explaining personality;
11. Define intelligence and list characteristics of how psychologists measure intelligence;
12. Describe contemporary and historical conceptions of what constitutes psychological disorders;
13. Describe the central characteristics of psychotherapeutic intervention; and
14. Describe the structure and function of different kinds of group behavior.

Central Understandings

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Predict and debate the validity of various psychological perspectives and measurements;
3. Record, organize, analyze, and interpret data.
4. Analyze and evaluate psychological concepts and conclusions; and
5. Anticipate the impact and implications of psychological interpretations of behavior.

Essential Questions

1. What are the primary psychological approaches for the explanation of human behavior?
2. What are appropriate responses and interventions to psychological behaviors?
3. How does psychology provide an understanding of self and community?

Advanced Placement Psychology: Year-at-a Glance

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Introduction to Psychology	Mind and Body	Learning and Motivation	Personality Development	Abnormality	Social Psychology
I. History and Approaches II. Research Methods	III. Biological Bases of Behavior IV. Sensation of Perception V. States of Consciousness	VI. Learning VII. Cognition VIII. Motivation and Emotion	IX. Developmental Psychology X. Personality XI. Testing and Individual Differences	XII. Abnormal Behavior XIII. Treatment of Abnormal Behavior	XIV. Social Psychology Research Project (post AP Exam)

Unit 1 – Introduction to Psychology

Unit Objectives

I. History and Approaches.

AP students will be able to:

- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, cognitive, and bio-psychosocial as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).
- Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

II. Research Methods.

AP students will be able to:

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- Distinguish the purposes of descriptive statistics and inferential statistics.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, and local institutional review boards) protect research participants and promote sound ethical practice.

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Predict and debate the validity of various psychological perspectives and measurements; and
3. Interpret graphs, charts and data.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?

Focus Questions

- How have psychologists explained the causation and manifestation of behavior throughout history?
- What role does methodology and research play in the observing, analyzing and predicting of behavior?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Perspectives in Psychological Science

- Development of Psychology as an empirical science
- Major subfields within psychology

Vocational Applications

- Career options.
- Educational requirements.
- Vocational applications of psychological science.

Research Methods, Measurement, and Statistics

- Research methods and measurements used to study behavior and mental processes
- Ethical issues in research with human and non-human animals
- Basic concepts of data analysis

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the

relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two)

for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

- Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

UNIT 2 – MIND AND BODY

Unit Objectives

III. Biological bases of behavior

AP students will be able to:

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists).
- Discuss the effect of the endocrine system on behavior.
- Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.
- Discuss the role of neuroplasticity in traumatic brain injury.
- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Predict how traits and behavior can be selected for their adaptive value.
- Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

IV. Sensation and Perception

AP students will be able to:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Challenge common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

V. States of Consciousness

AP students will be able to:

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior; and
2. Interpret graphs, charts and data.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- How does psychology provide an understanding of self and community?

Focus Questions

- How does biology influence psychological behaviors and characteristics?
- How do our senses influence our perceptions?
- How do the variations in states of consciousness affect individuals?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Biological Bases of Behavior

- Structure and function of the nervous system in human and non-human animals.
- Structure and function of the endocrine system.
- The interaction between biological factors and experiences.
- Methods and issues related to biological advances.

Sensation and Perception

- The process of sensation and perception

- The capabilities and limitations of sensory processes.
- Interaction of the person and the environment in determining perception.

Consciousness

- The relationship between conscious and unconscious processes.
- Characteristics of sleep and theories that explain why we sleep and dream.
- Categories of psychoactive drugs and their effects.
- Other states of consciousness (meditation, relaxation, hypnosis, flow states).

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

- Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

UNIT 3 – LEARNING AND MOTIVATION

Unit Objectives

VI. Learning

AP students will be able to:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

VII. Cognition

AP students will be able to:

- Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus divided attention.
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- Outline the principles that underlie effective encoding, storage, and construction of memories.

- Describe strategies for memory improvement.
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- Identify problem-solving strategies as well as factors that influence their effectiveness.
- List the characteristics of creative thought and creative thinkers.
- Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

VIII. Motivation and Emotion

AP students will be able to:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Skill Objectives

AP students in Psychology should be able to do the following:

- Recognize the strengths and limitations of applying theories to explain behavior;
- Predict and debate the validity of various psychological perspectives and measurements; and
- Analyze and evaluate psychological concepts and conclusions.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- What are appropriate responses and interventions to psychological behaviors?
- How does psychology provide an understanding of self and community?

Focus Questions

- What is learning?
- How do humans learn?
- What factors motivate humans to learn?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Learning

- Classical Conditioning.
- Operant Conditioning.
- Observational and Cognitive Learning.

Language Development

- Structural features of language
- Theories and developmental stages of language acquisition
- Language and the brain

Memory

- Encoding of memory.
- Storage of memory.
- Retrieval of memory

Thinking

- Basic elements of comprising thought.
- Obstacles related to thought.

Intelligence

- Perspectives on intelligence.
- Assessment of intelligence.
- Issues in intelligence.

Motivation

- Perspectives on motivation.
- Domains of motivated behavior in humans and non-humans.

Emotion

- Perspectives on emotion.
- Emotional interpretation and expression.
- Domains of emotional behavior.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 4 – PERSONALITY DEVELOPMENT

Unit Objectives

IX. Developmental Psychology

AP Students will be able to:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Explain how parenting styles influence development.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

X. Personality

AP Students will be able to:

- Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

XI. Testing and Individual Differences

AP Students will be able to:

- Define intelligence and list characteristics of how psychologists measure intelligence:
 - abstract versus verbal measures;
 - speed of processing.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- Interpret the meaning of scores in terms of the normal curve.
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
- Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Interpret graphs, charts and data; and
2. Anticipate the impact and implications of psychological interpretations of behavior.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- How does psychology provide an understanding of self and community?

Focus Questions

- What is the psychological explanation for behavioral change over a life-span?
- What are the major theories and approaches for explaining personality?
- How can personality be measured and explained?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Life Span Development

- Methods and issues in life span development.
- Theories of life span development.
- Prenatal development and the newborn.
- Infancy (i.e., first two years of life).
- Childhood.
- Adolescence.

- Adulthood and aging.

Personality

- Perspectives on personality.
- Assessment of personality.
- Issues in personality.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 5 – ABNORMALITY

Unit Objectives

XII. Abnormal Behavior

AP students will be able to:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

XIII. Treatment of Abnormal Behavior

AP students will be able to:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Predict and debate the validity of various psychological perspectives and measurements; and
2. Anticipate the impact and implications of psychological interpretations of behavior.

<u>Essential Questions</u>	<u>Focus Questions</u>
<ul style="list-style-type: none"> • What are the primary psychological approaches for the explanation of human behavior? • What are appropriate responses and interventions to psychological behaviors? 	<ul style="list-style-type: none"> • What constitutes a psychological disorder? • What are the major treatment orientations for psychological disorders?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Psychological Disorders

- Perspectives on abnormal behavior.
- Categories of psychological disorders.

Treatment of Psychological Disorders

- Perspectives on treatment of psychological disorders.
- Categories of treatment and types of treatment providers.

Health

- Stress and coping.
- Behaviors and attitudes that promote health.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in

words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 6 – SOCIAL PSYCHOLOGY

Unit Objectives

XIV. Social Psychology

AP students will be able to:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Describe the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Analyze and evaluate psychological concepts and conclusions; and
3. Anticipate the impact and implications of psychological interpretations of behavior.

<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are the primary psychological approaches for the explanation of human behavior? • How does psychology provide an understanding of self and community? 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How does environment influence behavior?
--	---

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Social Interactions

- Social cognition.
- Social influence.
- Social relations.

Socio-Cultural Diversity

- Social and cultural diversity.
- Diversity among individuals.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.

- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.