

Fairfield Public Schools Social Studies Curriculum

Advanced Placement Psychology Grade 12



**FAIRFIELD
PUBLIC SCHOOLS**

AP Psychology: Description

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. AP Psychology incorporates a variety of tools and knowledge to further the understanding of the ways in which individuals think, behave, and live. Many of society's challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, discrimination, and leadership. Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy, with inquiry and research methods at the center of the discipline, is a foundation for civic engagement and is important for citizens to make informed decisions about their daily lives. This course is designed to be equivalent to an introductory Psychology course at the college level.

Objectives and Standards:

Psychology Understandings: Shown as content objectives, these goals define what students should know about the discipline of Psychology upon completion of each unit. These understandings are drawn from the standards established by the College Board, as well as from the *C3 Social Studies for the Next Generation National Framework* (2013) and from the *National Standards for High School Psychology* (2011) developed by the American Psychological Association (APA). They provide students with the knowledge and skills required of an accurate and comprehensive introductory Psychology course.

Critical Thinking / Inquiry Skills: These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

AP Psychology: Overview

Central Understandings

- Understand the primary concepts and skills of the discipline of psychology and interpret how it differs from other social sciences.
- Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
- Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
- Discuss psychological theories, methodologies, and empirical findings necessary to plan, conduct, and interpret research.
- Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- Apply psychological knowledge to promote healthy lifestyle choices and civic engagement.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret data.
- Compose arguments / positions, and participate in debates on different interpretations of the same events or concepts; synthesize primary and secondary sources to justify a claim.
- Develop open-ended questions that can be addressed through research and interpretation.

Course Compelling 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?
- To what extent are current issues in Psychology rooted in their historical legacy?
- How do psychologists use research methods to understand and explain human behavior?
- How do we become who we are?
- How do psychologists explain the way the body and mind influence behavior and mental processes?
- What is normal? How does abnormal behavior impact the quality of life?

AP Psychology: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Introduction to Psychology	<ul style="list-style-type: none"> • What is psychology and how is it different from other social sciences? • What methods and measurements are used by psychologists to measure and predict behavior and mental processes? • What is the significance of ethics in psychological research? • How do psychologists know if information is valid and reliable?
2	Mind and Body	<ul style="list-style-type: none"> • What are the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior? • How does biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior? • What are the brain structures and their functions? In what ways does our environment impact brain development? • How do differences in sensation and perception influence our behavior? • How do we both consciously and unconsciously process information and how do we distinguish between each? • What altered states of consciousness do humans commonly experience and what are the impacts?
3	Learning and Motivation	<ul style="list-style-type: none"> • What are the different ways in which individuals store and retrieve memories? How can memory disorders alter this process? • What are the various cognitive processes involved in understanding information, solving problems, and making decisions? • What are the ways in which individuals (human and nonhuman) learn? • How do psychologists explain and predict motivation? • What are the primary motivational elements for humans and non-humans and how do these elements impact our behavior?
4	Personality Development	<ul style="list-style-type: none"> • How and why do psychologists assess personality? • What are the various psychological theories of personality? • What role do traits play in shaping personality? • How can personality be measured and explained?
5	Abnormality	<ul style="list-style-type: none"> • What is normal behavior? • What are the ways in which psychologists and physicians diagnose and treat psychological disorders? • How do different factors influence an individual's experience of psychological disorders? • How does abnormal behavior impact the quality of life?
6	Social Psychology	<ul style="list-style-type: none"> • How does psychology provide an understanding of self and community? • How does environment influence behavior?

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of psychological content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same psychological concept or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. 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 (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of a concept or issue, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. 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 (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).
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 disciplinary-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.11-12.10)

Introduction to Psychology

Overview

This unit introduces students to the discipline of psychology, focusing on its history, the questions and scientific methods that characterize the field and what distinguishes it from other social science disciplines. Included in this introduction is the ongoing evolution of psychology as a discipline that is based on scientific methodology and the systematic, empirically-based investigation of phenomena through observations and measurements. Broad psychological perspectives describe ways in which psychologists classify their ideas, and are employed to understand behavior and mental processes. Students will explore the unique way of thinking and organizing knowledge that psychology offers. This introductory unit provides students with the foundational tools and concepts necessary to begin a widespread investigation of the discipline of psychology.

Unit Content Objectives

At the conclusion of this unit, 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.
- 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, and Wilhelm Wundt).
- 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).
- 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.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is psychology and how is it different from other social sciences?
- What methods and measurements are used by psychologists to measure and predict behavior and mental processes?
- What is the significance of ethics in psychological research?
- How do psychologists know if information is valid and reliable?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in AP Psychology will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in AP Psychology will individually and with others:

PSY 1.9-12 Demonstrate a basic understanding of the scientific methods that are at the core of psychology.

PSY 2.9-12 Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

PSY 3.9-12 Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.

PSY 4.9-12 Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

PSY 5.9-12 Explain how the validity and reliability of observations and measurements relate to data analysis.

PSY 6.9-12 Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

PSY 7.9-12 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

- PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- PSY 9.9-12** Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
- PSY 10.9-12** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- PSY 11.9-12** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
- PSY 12.9-12** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
- PSY 13.9-12** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
- PSY 14.9-12** Use information from different psychological sources to generate research questions.
- PSY 15.9-12** Use existing evidence and formulate conclusions about psychological phenomena.
- PSY 16.9-12** Use critical thinking skills to become better consumers of psychological knowledge.
- PSY 17.9-12** Acknowledge the interconnectedness of knowledge in the discipline of psychology.
- PSY 18.9-12** Apply psychological knowledge to their daily lives.
- PSY 19.9-12** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- PSY 20.9-12** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
- PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.
- PSY 23.9-12** Apply psychological knowledge to civic engagement.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in AP Psychology will individually and with others:

- INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in AP Psychology will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Mind and Body

Overview

In this unit, students will explore the biological basis of behavior, sensation and perception, and concepts surrounding consciousness and unconsciousness. In investigating the structure and function of the nervous system in human and non-human animals, students will gain an understanding of the primary aspects of the nervous system and the endocrine system, including the basic process of neural transmission, the effects of hormones on behavior and mental processes, and the interactions between biological factors and experience. In the area of sensation and perception, students will explore the capabilities and limitations of sensory processes and the interaction of the person and the environment in determining perception. Finally, students will investigate the primary concepts and theories of consciousness, including the relationship between consciousness and unconsciousness, the characteristics of sleep and dreams, the categories and effects of psychoactive drugs, and the issues surrounding other states of consciousness.

Unit Content Objectives

At the conclusion of this unit, 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.
- 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).
- 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).
- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming.
- 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).

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the biological, psychological, and sociocultural factors that influence individual's cognition, perception, and behavior?
- How does biology and experience (nature vs. nurture) influence our perception of our world as well as our behavior?
- What are the brain structures and their functions? In what ways does our environment impact brain development?
- How do differences in sensation and perception influence our behavior?
- How do we both consciously and unconsciously process information and how do we distinguish between each?
- What altered states of consciousness do humans commonly experience and what are the impacts?

Standards Emphasized in the Unit: Inquiry in the Social Studies

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Learning and Motivation

Overview

This unit introduces students to the primary concepts surrounding cognition and human behavior, such as learning and motivation. In regards to cognition, students will investigate the encoding, storage, and retrieval of memory. Differentiating between shallow and deep processing and working and long-term memory are key aspects of this unit, as well as discussing types of memory disorders and strategies to improve memory. This unit will also introduce students to the principles and application of learning concepts including classical and operant conditioning, as well as observational and cognitive learning. Finally, students will investigate the clinical and experimental examples of each learning concept and apply each to everyday life. Finally, students will investigate the biological, cognitive, and humanistic based theories of motivation, as well as the role culture plays in human motivation.

Unit Content Objectives

At the conclusion of this unit, 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).
- Compare and contrast various cognitive processes (e.g. 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).
- 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).

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the different ways in which individuals store and retrieve memories? How can memory disorders alter this process?
- What are the various cognitive processes involved in understanding information, solving problems, and making decisions?
- What are the ways in which individuals (human and nonhuman) learn?
- How do psychologists explain and predict motivation?
- What are the primary motivational elements for humans and non-humans and how do these elements impact our behavior?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in AP Psychology will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7

Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in AP Psychology will individually and with others:

PSY 1.9-12 Demonstrate a basic understanding of the scientific methods that are at the core of psychology.

PSY 2.9-12 Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.

PSY 3.9-12 Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.

PSY 4.9-12 Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.

PSY 5.9-12 Explain how the validity and reliability of observations and measurements relate to data analysis.

PSY 6.9-12 Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.

PSY 7.9-12 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

PSY 8.9-12 Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

PSY 9.9-12 Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.

PSY 10.9-12 Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

PSY 11.9-12 Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

PSY 12.9-12 Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

PSY 13.9-12 Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

PSY 14.9-12 Use information from different psychological sources to generate research questions.

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PSY 17.9-12 Acknowledge the interconnectedness of knowledge in the discipline of psychology.

PSY 18.9-12 Apply psychological knowledge to their daily lives.

PSY 19.9-12 Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.

PSY 20.9-12 Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.

PSY 21.9-12 Discuss ways in which the applications of psychological science can address domestic and global issues.

PSY 23.9-12 Apply psychological knowledge to civic engagement.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in AP Psychology will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in AP Psychology will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

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INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Personality Development

Overview

This unit explores the concept of personality in human beings. Students will investigate the various biological, situational, cultural influences on personality, with a particular focus on the interaction between biology and environment (nature vs. nurture) in shaping personality traits. A significant portion of this unit will also explore the differing psychological perspectives on human personality by evaluating the psychoanalytic, humanistic, trait, and social-cognitive theories. Finally, through this unit, students will survey the ways in which we assess personality.

Unit Content Objectives

At the conclusion of this unit, 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).
- 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).

- Define intelligence and list characteristics of how psychologists measure intelligence (e.g. 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).

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How and why do psychologists assess personality?
- What are the various psychological theories of personality?
- What role do traits play in shaping personality?
- How can personality be measured and explained?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in AP Psychology will individually and with others:

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Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Abnormality

Overview

This unit focuses on psychological disorders and treatment. Students are introduced to the various perspectives on abnormal behavior, the categories of psychological disorders, and the various therapies utilized by each psychological perspective. Students will explore the historical and cross-cultural views of abnormality, discuss how stigma relates to abnormal behavior, and evaluate the impact of psychological disorders on the individual, family, and society. Furthermore, students will investigate the symptoms and causes of various disorders and the challenges associated with diagnosis and evaluate how different factors influence an individual's experience of psychological disorders.

Unit Content Objectives

At the conclusion of this unit, 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).
- 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).

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is normal behavior?
- What are the ways in which psychologists and physicians diagnose and treat psychological disorders?
- How do different factors influence an individual's experience of psychological disorders?
- How does abnormal behavior impact the quality of life?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in AP Psychology will individually and with others:

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Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students in AP Psychology will individually and with others:

PSY 1.9-12 Demonstrate a basic understanding of the scientific methods that are at the core of psychology.

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PSY 3.9-12 Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.

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PSY 7.9-12 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

- PSY 8.9-12** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- PSY 9.9-12** Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
- PSY 10.9-12** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- PSY 11.9-12** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
- PSY 12.9-12** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
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- PSY 17.9-12** Acknowledge the interconnectedness of knowledge in the discipline of psychology.
- PSY 18.9-12** Apply psychological knowledge to their daily lives.
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- PSY 21.9-12** Discuss ways in which the applications of psychological science can address domestic and global issues.
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DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in AP Psychology will individually and with others:

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- INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in AP Psychology will individually and with others:

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Social Psychology

Overview

This unit explores the concept of social psychology. Students will investigate the various ways in which individuals interact with others and with society as a whole. Important features of identity such as gender, race, ethnicity, and self-concept will be explored, as well as ways in which individuals respond to social expectations, social change, and socialization.

Unit Content Objectives

At the conclusion of this unit, 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).

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How does psychology provide an understanding of self and community?
- How does environment influence behavior?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

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digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*