## UNIT 1 - PSYCHOLOGY'S HISTORY AND APPROACHES

### PLAN:
- History of Psychology, Approaches, and Subfields in Psychology

### DATE: 9/2 - 9/8

### CLASS HOURS: 6

### STANDARDS
- PPS 1.1
- PPS 1.2
- PPS 1.3
- PPS 1.4
- PPS 2.1
- PPS 2.2
- PPS 2.3
- VA 1.1
- VA 1.2
- VA 2.1
- VA 2.2
- VA 3.1
- VA 3.2

### LEARNING TARGETS/I CAN STATEMENTS

Recognize how philosophical perspectives shaped the development of psychological thought.

Identify the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, ...)
Identify the 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).

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, and cognitive as more contemporary approaches.

Recognize the strengths and limitations of applying theories to explain behavior.

Distinguish the different domains of psychology:
- biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, psychometric, and social.

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<tr>
<th>ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARN?</th>
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<tbody>
<tr>
<td>Myers Unit 1 Vocab Study Guide, Structuralism/Functionalism Puzzle Activity, Gestalt Theatre Activity, Musical Perspective Activity, Schools of Thought/Modern Perspective Activity, Perspective Quotes Activity, Celebrity Perspectives Activity, Subfields Activity, Free Response Question, Unit 1 Summative Assessment</td>
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<tr>
<th>VOCABULARY - CONSIDER CC AND ACT VOCABULARY</th>
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<tbody>
<tr>
<td>psychology, empiricism, structuralism, functionalism, experimental psychology, behaviorism, humanistic psychology, cognitive neuroscience, nature-nurture issue, natural selection, levels of analysis, biopsychosocial approach, biological psychology, evolutionary psychology, psychodynamic psychology, behavioral psychology, cognitive psychology, social-cultural psychology, psychometrics, basic research, developmental psychology, educational psychology, personality psychology, social psychology, applied research, industrial organizational psychology, human factors psychology, counseling psychology, clinical psychology, psychiatry, SQ3R</td>
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<tr>
<th>ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?</th>
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<td>This material represents 2-4% of the College Board Advanced Placement Psychology Exam.</td>
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<tr>
<th>REPRESENTATION - DIFFERENTIATED INST MATERIALS &amp; TCH METHODS</th>
<th>ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST</th>
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# UNIT 2 - RESEARCH METHODS: THINKING CRITICALLY WITH PSYCHOLOGICAL SCIENCE

<table>
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<th>PLAN:</th>
<th>DATE: 9/9 - 9/20</th>
<th>CLASS HOURS: 12</th>
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<tr>
<td>Experimental, Correlational, and Clinical Research, Statistics, and Ethics in Research</td>
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**STANDARDS**

- RMMS 1.1
- RMMS 1.2
- RMMS 1.3
- RMMS 1.4
- RMMS 2.1
- RMMS 2.2
- RMMS 3.1
- RMMS 3.2
- RMMS 3.3
- RMMS 3.4
- RMMS 3.5
- RMMS 3.6

**LEARNING TARGETS/I CAN STATEMENTS**

Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and 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).
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).

Discuss the value of reliance on operational definitions and measurement in behavioral research.

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).

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, local institutional review boards) protect research participants and promote sound ethical practice.

Myers Unit 2 Vocab Study Guide, Operational This Activity, Lego Activity, Descriptive Methods Formative Assessment, Guess the Correlation Activity, Correlation or Causation Activity, Independent Variable/Dependent Variable Formative Assessment, Examining the Experimental Design Activity, Correlation or Experiment Activity, Psychology Deal or No Deal Activity, M & M Lab, Cookie Lab Activity, Statistics Formative Assessment, Ethics Activity, Informed Consent Activity, Ethics Group Formative Assessment, Free Response Question, Unit 2 Summative Assessment

hindsight bias, critical thinking, theory, hypothesis, operational definition, replication, case study, survey, population, random sample, naturalistic observation, correlation, correlation coefficient, scatterplot, illusionary correlation, experiment, random assignment, double-blind procedure, placebo effect, experimental group, control group, independent variable, confounding variable, dependent variable, mode, mean, median,
UNIT 3-BIOLOGICAL BASES OF BEHAVIOR

ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?
This material represents 8-10% of the College Board Advanced Placement Psychology Exam.

REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS
No elements connected

ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST
No elements connected

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UNIT 3-BIOLOGICAL BASES OF BEHAVIOR

PLAN: Physiological Techniques, Neuroanatomy, Functional Organization of Nervous System, Neural Transmission, Neuroplasticity, Endocrine System, Genetics, Evolutionary Psychology

DATE: 9/21 - 10/3

CLASS HOURS: 12

STANDARDS

- BBB 1.1
- BBB 1.2
- BBB 1.3
- BBB 1.4
- BBB 1.5
- BBB 2.1
- BBB 2.2
LEARNING TARGETS/I CAN STATEMENTS

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).

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 effect of the endocrine system on behavior.

Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).

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.

Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).
Describe various states of consciousness and their impact on behavior.

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.

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED CONCEPTS?

Myers Unit 3 Vocab Study Guide, Components of a Neuron Activity, Edible Neuron Activity, Neuron Formative Activity, Common Neurotransmitters Activity, Meninge Activity, Nervous System Puzzle Activity, Parts of the Brain Coloring Activity, Motor Strip Dominance Activity, Build a Brain Model, Brain Case Studies, Brain Damage Formative Assessment, Split Brain Formative Assessment, Free Response Question, Unit 3 Summative Assessment

VOCABULARY - CONSIDER CC AND ACT VOCABULARY

lesion, electroencephalogram, computed tomography scan, positron emission tomography scan, magnetic resonance imaging, functional MRI, brain stem, medulla, reticular formation, thalamus, cerebellum, limbic system, amygdala, hypothalamus, cerebral cortex, glial cells, frontal lobes, parietal lobes, occipital lobes, temporal lobes, motor cortex, sensory cortex, association areas, aphasia, Broca's area, Wernicke's area, plasticity, neurogenesis, corpus callosum, split brain, consciousness, cognitive neuroscience, dual processing

ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?

This material represents 8-10% of the College Board Advanced Placement Psychology Exam.

REPRESENTATION - DIFFERENTIATED INSTRUCTION MATERIALS & TCH METHODS

No elements connected

ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST

No elements connected

UNIT 4-SENSATION AND PERCEPTION

PLAN: Thresholds and Signal Detection

DATE: 10/4 - 10/11

CLASS HOURS: 9
LEARNING TARGETS/I CAN STATEMENTS

Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.

Explain the role of top-down processing in producing vulnerability to illusion.

Discuss the role of attention in behavior.

Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

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.
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).

Challenge common beliefs in parapsychological phenomena.

**ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED MATERIALS & TCH METHODS**

Myers Unit 4 Vocab Study Guide, Bottom Up Versus Top Down Activity, Stroop Effect Activity, Signal Detection Theory Activity, Weber Law Demo, Prosopagnosia Activity, Rubber Hand Activity, Distribution of Photoreceptor Cells on the Retina Activity, Visual Cliff Activity, Recognizing Monocular Depth Cues in Art Activity, Stroboscopic Motion Activity, Eye Parts and Functions Activity, Ear Parts and Functions Activity, Synesthesia Activity, Transduction in the Senses Activity, Free Response Question, Unit 4 Summative Assessment

**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

sensation, perception, bottom-up processing, top-down processing, selective attention, inattentional blindness, change blindness, psychophysics, absolute threshold, signal detection theory, subliminal, priming, difference threshold, Weber's Law, sensory adaptation, transduction, wavelength, hue, intensity, pupil, iris, lens, feature detectors, parallel processing, Young-Helmholtz trichromatic theory, opponent process theory, retina, accommodation, rods, cones, optic nerve, blind spot, fovea, audition frequency, pitch, middle ear, cochlea, inner ear, place theory, frequency theory, conduction hearing loss, sensorineural hearing loss, cochlear implant, kinesthesia, vestibular sense, gate-control theory, sensory interaction

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**

This material represents 6-8% of the College Board Advanced Placement Psychology Exam.
## Unit 5 - States of Consciousness

**Plan:**
Sleep and Dreaming, Hypnosis, Psychoactive Drug Effects

**Date:** 10/12 - 10/14

**Class Hours:** 5

**Standards**
- Con. 1.1
- Con. 1.2
- Con. 2.1
- Con. 2.2
- Con. 2.3
- Con. 2.4
- Con. 2.5
- Con. 3.1
- Con. 3.2
- Con. 3.3
- Con. 3.4
- Con. 4.1
- Con. 4.2
- Con. 4.3

**Learning Targets/I Can Statements**

Discuss aspects of sleep and dreaming:
- Stages and characteristics of the sleep cycle;
- Theories of sleep and dreaming;
- theories of sleep and dreaming;
- symptoms and treatments of sleep disorders.

Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

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.

**ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED MATERIALS & TCH METHODS**

No elements connected

**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

consciousness, circadian rhythm, REM sleep, alpha waves, sleep, hallucinations, delta waves, NREM sleep, insomnia, narcolepsy, sleep apnea, night terrors, dream, manifest content, latent content, REM rebound, hypnosis, posthypnotic suggestion, dissociation, psychoactive drugs, tolerance, withdrawal, physical dependence, psychological dependence, addiction, depressants, barbiturates, opiates, stimulants, amphetamines, methamphetamine, Ecstasy, hallucinogens, LSD, near death experience, THC

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**

This material represents 2-4% of the College Board Advanced Placement Psychology Exam.

**REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS**

No elements connected

**ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST**

No elements connected
**UNIT 6-LEARNING**

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<th>CLASS HOURS: 10</th>
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<td>Classical Conditioning,</td>
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<td>Social</td>
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**STANDARDS**

- Learn 1.1
- Learn 1.2
- Learn 1.3
- Learn 2.1
- Learn 2.2
- Learn 2.3
- Learn 2.4
- Learn 3.1
- Learn 3.2

**LEARNING TARGETS/I CAN STATEMENTS**

- 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.

- Interpret graphs that exhibit the results of learning experiments.

- Provide examples of how biological constraints create learning predispositions.
Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.

Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thordike, Edward Tolman, John B. Watson).

Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).

Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

Describe the essential characteristics of insight learning, latent learning, and social learning.

**ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNIN**

*Myers Unit 6 Vocab Study Guide*, Advertising Slogan Activity, Pavlov’s Lemonade Lab, Classical Conditioning Practice, Spray Bottle Lab, Reinforcement Schedule Activity, Operant Conditioning Consequences Activity, Classical Versus Operant Conditioning Activity, Locus of Control Activity, Free Response Question, Unit 6 Summative Assessment

**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

Learning, habituation, associative learning, classical conditioning, behaviorism, unconditioned response, unconditioned stimulus, conditioned stimulus, conditioned response, acquisition, higher-order conditioning, extinction, spontaneous recovery, generalization, discrimination, learned helplessness, respondent behavior, operant conditioning, operant behavior, law of effect, operant chamber, shaping, discriminative stimulus, reinforcer, positive reinforcement, negative reinforcement, primary reinforcer, conditioned reinforcer, continuous reinforcement, partial reinforcement, fixed-ratio schedule, variable-ratio schedule, fixed-interval schedule, variable-interval schedule, punishment, cognitive map, latent learning, insight, intrinsic motivation, extrinsic motivation, biofeedback

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**

This material represents 7-9% of the College Board Advanced Placement Psychology Exam.

**REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS**

*No elements connected*

**ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST**

*No elements connected*
## UNIT 7-COGNITION

**PLAN:**
Memory, Language, Thinking, Problem Solving and Creativity

**DATE:** 10/27 - 11/7

**CLASS HOURS:** 12

### STANDARDS
- LD 1.1
- LD 1.2
- LD 2.1
- LD 2.2
- LD 2.3
- LD 3.1
- LD 3.2
- Mem 1.1
- Mem 1.2
- Mem 1.3
- Mem 2.1
- Mem 2.2
- Mem 2.3
- Mem 2.4
- Mem 3.1
- Mem 3.2
- Mem 3.3
- Mem 3.4
LEARNING TARGETS/I CAN STATEMENTS

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).

Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

Outline the principles that underlie effective encoding, storage, and construction of memories.

Identify problem-solving strategies as well as factors that influence their effectiveness.

List the characteristics of creative thought and creative thinkers.

Describe strategies for memory improvement.

Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNI
UNIT 8-MOTIVATION, EMOTION, AND STRESS

VOCABULARY - CONSIDER CC AND ACT VOCABULARY
encoding, storage, retrieval, sensory memory, short-term memory, long-term memory, working memory, parallel processing, automatic processing, effortful processing, rehearsal, spacing effect, serial position effect, visual encoding, acoustic encoding, semantic encoding, imagery, mnemonics, chunking, iconic memory, echoic memory, long-term potentiation, flashbulb memory, amnesia, implicit memory, explicit memory, hippocampus, recall, recognition, relearning, priming, deja vu, mood congruent memory, proactive interference, retroactive interference, repression, misinformation effect, source amnesia

ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?
This material represents 8-10% of the College Board Advanced Placement Psychology Exam.

REPRESENTATION - DIFFERENTIATED INST MATERIAls & TCH METHODS
No elements connected

ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST
No elements connected

UNIT 8-MOTIVATION, EMOTION, AND STRESS

PLAN:
Biological Bases, Theories of Motivation, Social Motives, Theories of Emotion, Stress

DATE: 11/8 - 11/15

CLASS HOURS: 9

STANDARDS

Emo. 1.1

Emo. 1.2
LEARNING TARGETS/I CAN STATEMENTS

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.

Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Describe classic research findings in specific motivation systems (e.g., eating, sex, social)

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.

Discuss theories of stress and the effects of stress on psychological and physical well-being.

**ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED**

Myers Unit 8 Vocab Study Guide, Pyramid Building Activity, Maslow Story Activity, What is Motivation Activity, Motivational Theory Activity, Emotion Theory Activity, Emotion Group Activity, Stress Application Activity, Signature Strengths Project, Free Response Question, Unit 8 Summative Assessment

**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

instinct, drive-reduction theory, homeostasis, incentives, hierarchy of needs, glucose, set point, basal metabolic rate, anorexia nervosa, binge-eating disorder, sexual response cycle, refractory period, estrogen, testosterone, sexual orientation

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**

This material represents 6-8% of the College Board Advanced Placement Psychology Exam.

**REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS**

*No elements connected*

**ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST**

*No elements connected*
## UNIT 9-DEVELOPMENTAL PSYCHOLOGY

| PLAN: Life-Span Approach, Research Methods (e.g., longitudinal, cross-sectional), Heredity–Environment Issues, Developmental Theories, Dimensions of Development, Sex and Gender Development | DATE: 11/16 - 11/29 | CLASS HOURS: 10 |

### STANDARDS
- LSD 1.1
- LSD 1.2
- LSD 1.3
- LSD 1.4
- LSD 1.5
- LSD 2.1
- LSD 2.2
- LSD 2.3
- LSD 3.1
- LSD 3.2
- LSD 4.1
- LSD 4.2
- LSD 4.3
- LSD 4.4
- LSD 5.1
- LSD 5.2
LEARNING TARGETS/I CAN STATEMENTS

Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).

Describe how sex and gender influence socialization and other aspects of development.

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).

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).

Discuss maturational challenges in adolescence, including related family conflicts.

Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).

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.
maximize function.

Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.

### ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED?

- Myers Unit 9 Vocab Study Guide
- Piaget's Stages Activity
- Piaget and Play Activity
- Attachment Activity
- Parenting Styles Activity
- Kohlberg's Stages of Moral Development Activity
- Erikson Menu Activity
- Erikson's Stages of Psychosocial Development Activity
- Identity Development Activity
- Free Response Question
- Unit 9 Summative Assessment

### VOCABULARY - CONSIDER CC AND ACT VOCABULARY

- zygote
- embryo
- fetus
- teratogens
- fetal alcohol syndrome
- habituation
- maturation
- cognition
- schema
- assimilation
- accommodation
- sensorimotor stage
- object permanence
- pre-operational stage
- conservation
- egocentrism
- theory of mind
- concrete operational stage
- formal operational stage
- autism
- stranger anxiety
- attachment
- critical period
- imprinting
- temperament
- basic trust
- self-concept
- gender typing
- social learning theory
- gender
- aggression
- X chromosome
- Y chromosome
- testosterone
- role
- gender role
- gender identity
- adolescent
- puberty
- primary sex characteristics
- secondary sex characteristics
- menarche
- identity
- social identity
- intimacy
- emerging adulthood

### ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?

This material represents 7-9% of the College Board Advanced Placement Psychology Exam.

### REPRESENTATION - DIFFERENTIATED INST.

**MATERIALS & TCH METHODS**

*No elements connected*

### ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST

*No elements connected*

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### UNIT 10-PERSONALITY

**PLAN:**

- Personality Theories and Approaches
- Assessment Techniques
- Growth and Adjustment

**DATE:** 11/30 - 12/6

**CLASS HOURS:** 7
LEARNING TARGETS/I CAN STATEMENTS

Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.

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).

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNI

Myers Unit 10 Vocab Study Guide, Personality Activity, Defense Mechanism Skit, Defense Mechanism Practice Activity, Understanding Psychoanalytic and Psychodynamic Personality Theory with Modern Family Activity, What's Wrong With This Picture Activity, Comparing Research Methods to Investigate
**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**
free association, psychoanalysis, unconscious, psychosexual stages, Oedipus complex, identification, id, ego, super-ego, fixation, defense mechanisms, repression, regression, rationalization, displacement, reaction formation, sublimation, projection, denial, collective unconscious, projective test, Thematic Apperception Test, Rorschach inkblot test, terror-management theory, self-actualization, unconditional positive regard, self-concept, trait, personality inventory, Minnesota Multiphasic personality Inventory, empirically derived test, social-cognitive perspective, reciprocal determinism, personal control, external locus of control, internal locus of control, positive psychology, self, spotlight effect, self-esteem, self-serving bias, individualism, collectivism

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**
This material represents 5-7% of the College Board Advanced Placement Psychology Exam.

**REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS**
*No elements connected*

**ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST**
*No elements connected*

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**UNIT 11-TESTING AND INDIVIDUAL DIFFERENCES**

**PLAN:**
Standardization and Norms, Reliability and Validity, Types of Tests, Ethics and Standards in Testing, Intelligence

**DATE:** 12/7 - 12/13

**CLASS HOURS:** 7

**STANDARDS**
- INT 1.1
- INT 1.2
- INT 1.3
LEARNING TARGETS/I CAN STATEMENTS

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.

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.

Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).

Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED

Myers Unit 11 Vocab Study Guide, Tales of Creativity Activity, Theories of Intelligence Activity, Alpha Test Activity, Battle of the Brains Analysis, Reliability and Validity Activity, Prodigy Activity, Heritability Activity, Beta Test Activity, Free Response Question, Unit 11 Summative Assessment

VOCABULARY - CONSIDER CC AND ACT VOCABULARY
This material represents 5-7% of the College Board Advanced Placement Psychology Exam.

**PLAN:**
- Definitions of Abnormality,
- Theories of Psychopathology,
- Diagnosis of Psychopathology,
- Types of Disorders

**DATE:** 12/14 - 12/22

**CLASS HOURS:** 11

**STANDARDS**
- PD 1.1
- PD 1.2
- PD 1.3
- PD 1.4
- PD 1.5
- PD 2.1
- PD 2.2
LEARNING TARGETS/I CAN STATEMENTS
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.

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).

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.

Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED
Myers Unit 12 Vocab Study Guide, Obsessive-Compulsive and Related Disorders/Trauma and Stressor and Related Stressors Activity, Auditory Hallucination Simulation, Schizophrenia Formative Activity, Anxiety and Somatic Symptom Disorders Case Study, Dissociative and Mood Disorders Activity, A Portrait of Erica Activity, Abnormal Psychology Case Studies, Theories of Abnormal Behavior Activity, Tourette’s Syndrome Activity, Free Response Question, Unit 12 Summative Assessment
UNIT 13-TREATMENT OF ABNORMAL BEHAVIOR

VOCABULARY - CONSIDER CC AND ACT VOCABULARY
psychological disorder, attention-deficit/hyperactivity disorder, medical model, DSM-5, anxiety disorders, general anxiety disorder, panic disorder, phobia, social anxiety disorder, agoraphobia, obsessive-compulsive disorder, posttraumatic stress disorder, posttraumatic growth, mood disorders, major depressive disorder, mania, bipolar disorder, rumination, schizophrenia, psychosis, delusions, hallucinations, somatic symptom disorder, conversion disorder, illness anxiety disorder, dissociative disorders, dissociative identity disorder, anorexia nervosa, binge-eating disorder, personality disorders, personality disorder, antisocial personality disorder

ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?
This material represents 7-9% of the College Board Advanced Placement Psychology Exam.

REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS
No elements connected

ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST
No elements connected

DATE: 12/23 - 1/6
CLASS HOURS: 7

STANDARDS
- TPD 1.1
- TPD 1.2
- TPD 1.3
- TPD 2.1
- TPD 2.2
LEARNING TARGETS/I CAN STATEMENTS

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.

Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

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).

Summarize effectiveness of specific treatments used to address specific problems.

Describe prevention strategies that build resilience and promote competence.

ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED

Myers Unit 13 Vocab Study Guide, Cognitive Therapies Activity, Comparing Modern Psychotherapies Activity, The Medicated Child Activity, Comparing Biomedical Therapies Activity, Treatment of Psychological Disorders Activity, Treatment of Fictional Characters Activity, Free Respose Question, Unit 13 Summative Assessment
**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

- psychotherapy
- biomedical therapy
- eclectic approach
- psychoanalysis
- resistance
- interpretation
- transference
- psychodynamic therapy
- Insight therapies
- client-centered therapy
- active listening
- unconditional positive regard
- behavior therapy
- counterconditioning
- exposure therapies
- systematic desensitization
- virtual reality exposure therapy
- aversive conditioning
- token economy
- cognitive therapy
- rational-emotive behavior therapy
- cognitive-behavioral therapy
- group therapy
- family therapy
- regression toward the mean
- meta-analysis
- evidence based practice
- therapeutic alliance
- resilience
- psychopharmacology
- antipsychotic drugs
- antianxiety drugs
- antidepressant drugs
- electroconvulsive therapy
- repetitive transcranial magnetic stimulation
- psychosurgery
- lobotomy

**ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS?**

This material represents 5-7% of the College Board Advanced Placement Psychology Exam.

**REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS**

*No elements connected*

**ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST**

*No elements connected*

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**UNIT 14-SOCIAL PSYCHOLOGY**

**PLAN:**
Group Dynamics, Attribution Processes, Interpersonal Perception, Conformity/Compliance/Obedience, Attitudes and Attitude Change, Organizational Behavior, Aggression/Antisocial Behavior, Cultural Influences

**DATE:** 1/9 - 1/18

**CLASS HOURS:** 12

**STANDARDS**

- SCD 1.1
- SCD 1.2
- SCD 1.3
<table>
<thead>
<tr>
<th>LEARNING TARGETS/I CAN STATEMENTS</th>
</tr>
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<tbody>
<tr>
<td>Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).</td>
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<tr>
<td>Discuss attitudes and how they change (e.g., central route to persuasion).</td>
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</tbody>
</table>
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).

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.

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.

**ASSESSMENT - HOW WILL STUDENTS SHOW MASTERY OF THE LEARNED**

Myers Unit 14 Vocab Study Guide, Attribution Theory Activity, Powers of Persuasion Activity, Persuasion/Methods of Compliance Activity, Stanford Prison Experiment Analysis, Cognitive Dissonance Activity, The Big Four Researchers in Social Psychology, Group Polarization Versus Group Think Activity, Norms Activity, Stenrberg's Love Theory Activity, Free Respose Question, Unit 14 Summative Assessment

**VOCABULARY - CONSIDER CC AND ACT VOCABULARY**

attribution theory, fundamental attribution error, attitude, central route persuasion, peripheral route persuasion, foot-in-the-door phenomenon, role, cognitive dissonance theory, conformity, normative social influence, informational social influence, social facilitation, social loafing, deindividuation, group polarization, groupthink, culture, norm, personal space, prejudice, stereotype, discrimination, ingroup, outgroup, ingroup bias, scapegoat theory, other-race effect, just-world phenomenon, aggression, frustration-aggression principle, mere-exposure effect, passionate love, companionate love, equity, self-disclosure, altruism,
bystander effect, social exchange theory, reciprocity norm, social-responsibility norm, conflict, social trap, mirror-image perceptions, self-fulfilling prophecy, superordinate goals, GRIT

| ENGAGEMENT - HOW WILL THIS RELATE OR MATTER TO STUDENTS? | This material represents 8-10% of the College Board Advanced Placement Psychology Exam. |
| ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST | |
| REPRESENTATION - DIFFERENTIATED INST MATERIALS & TCH METHODS | No elements connected |
| ACTION AND EXPRESSION - GRADED TASKS FOR STUDENTS, I.E., TEST | No elements connected |