

Southern York County School District Instructional Plan

Name:	Dates: September
Course/Subject: AP Psychology	Unit Plan 1: Biological Bases of Behavior
Stage 1 – Desired Results	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>3.1.12.A6: Analyze how cells in different tissues/organs are specialized to perform specific functions.</p> <p>3.1.12.A9: Compare and contrast scientific theories, know that scientists to study the natural world and universe use both direct and indirect observations, identify questions and concepts that guide scientific investigations, formulate and revise explanations and models using logic and evidence, recognize and analyze alternative explanations and models, explain the importance of accuracy and precision in making valid measurements, examine the status of existing theories, evaluate experimental information for relevance and adherence to science processes, judge that conclusions are consistent and logical with experimental conditions, interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution and communicate and defend a scientific argument.</p> <p>10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities: social, physiological and psychological.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. A myriad of biological factors affect human behavior and mental processes. 2. Evolution has shaped psychological processes by favoring genetic variations that produce adaptive behavior. 3. The brain coordinates the body's two communications systems, the nervous system and the endocrine system, which use similar processes to communicate with targets throughout the body. 4. The brain is composed of many specialized modules that work together to affect mind and behavior. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what extent can psychology be explained by biology?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Three types of neurons. ▪ Major parts of each type of neuron. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Construct basic processes and systems in the biological bases of behavior, including

<ul style="list-style-type: none"> ▪ The process through which a neuron fires and recharges. ▪ Names and functions of major neurotransmitters and hormones and the result of having an excess or shortage of the chemical in the body. ▪ How, when and why neural networks are formed, maintained and pruned. ▪ Functions of glial cells. ▪ The function and organization of both of the human body's two communication systems – the endocrine system and the neural system. ▪ The location and function of the brain's hemispheres, lobes, cortices, regions, areas and other important components. ▪ The tools neurologists use to image and study the biology of the brain. ▪ The perspective of evolutionary psychologists on the location and function of major brain regions. ▪ Important figures in biological and evolutionary psychology, namely Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry and Carl Wernicke. 	<p>parts of the neuron and the process of transmission of a signal between neurons.</p> <ul style="list-style-type: none"> ▪ Measure the influence of drugs on neurotransmitters. ▪ Discuss the effect of the endocrine system on behavior. ▪ Illustrate the nervous system and its subdivisions and functions including the central and peripheral nervous systems; major brain regions, lobes, and cortical areas and brain lateralization and hemispheric specialization. ▪ Contrast historic and contemporary research strategies and technologies that support research. ▪ Support 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, namely Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry and Carl Wernicke.
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Name:	Dates: September/October
Course/Subject: AP Psychology	Unit Plan 2: Sensation and Perception

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The brain senses the world indirectly only after the sensory organs convert stimulation into neural messages, the language of the nervous system. 2. While the senses all operate in much the same way, each sense extracts different 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what extent does the brain's interpretation of the physical stimulus around it represent reality? ▪ To what degree do the body's multiple sensory organs function similarly and to what extent do they function differently?
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<p>information and sends it to its own specialized processing region in the brain.</p> <p>3. Perception brings meaning to sensation through an interpretation of the external world, not a perfect representation of it.</p>	<ul style="list-style-type: none"> ▪ To what extent does sensation affect human behavior and mental processes? ▪ To what extent does perception affect human behavior and mental processes? ▪ What is the relationship between sensation and perception?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The difference between sensation and perception. ▪ How the process of transduction works to convert physical stimuli into neural messages that can be processed by the brain. ▪ The absolute threshold for each type of sensory input. ▪ Three theories for determining difference threshold, namely Weber's Law, Fechner's Law and Steven's Power Law. ▪ What the signal detection theory is. ▪ How to measure the physical qualities of light. ▪ The processes through which light waves are received by the eye, converted into neural messages and are processed in the brain. ▪ The similarities and differences between rods and cones. ▪ Two theories that seek to explain how the human eye perceives color. ▪ The difference between top-down processing and bottom-up processing. ▪ Nine factors that affect how a person perceives forms, patterns and objects. ▪ How monocular and binocular cues affect a person's perception of depth and distance. ▪ Reasons why human beings experience optical illusions. ▪ How to measure the physical qualities of sound waves. ▪ The processes through which sound waves are received by the ear, converted into neural messages and are processed in the brain. ▪ Two theories that seek to explain how the human ear perceives sound. ▪ The processes through which chemical sensations are received by the tongue and nose, converted into neural messages and are processed in the brain. ▪ Four primary tastes. ▪ The processes through which tactile stimulation, warmth, cold and pain are received by the skin, converted into neural messages and are processed in the brain. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Categorize basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection and sensory adaptation. ▪ Illustrate sensory processes including the specific nature of energy transduction, relevant anatomical structures and specialized pathways in the brain for each of the senses. ▪ Judge common sensory disorders. ▪ Assess general principles of organizing and integrating sensation to promote stable awareness of the external world. ▪ Analyze how experience and culture can influence perceptual processes. ▪ Demonstrate the role of top-down processing in producing vulnerability to illusion. ▪ Rate the role of attention in behavior. ▪ Challenge common beliefs in parapsychological phenomena. ▪ Identify the major historical figures in sensation and perception, namely Gustav Fechner, David Hubel, Ernst Weber and Torsten Wiesel.

<ul style="list-style-type: none"> ▪ The major historical figures in sensation and perception, namely Gustav Fechner, David Hubel, Ernst Weber and Torsten Wiesel. 	
Name:	Dates: October
Course/Subject: AP Psychology	Unit Plan 3: States of Consciousness
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>10.1.12.D: Evaluate issues relating to the use/non-use of drugs: psychology of addiction, social impact (e.g., cost, relationships), chemical use and fetal development, laws relating to alcohol, tobacco and chemical substances, impact on the individual and impact on the community.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Consciousness can take various forms, including full consciousness, preconsciousness and subconsciousness. 2. Consciousness changes in cycles that correspond to our biological rhythms and the patterns of stimulation in our environment. 3. An altered state of consciousness occurs when some aspect of normal consciousness is modified by mental, behavioral or chemical means. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what extent do human behavior and mental processes vary among levels of consciousness? ▪ To what degree can a person’s state of consciousness be affected by biological and environmental factors?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The psychological definitions of consciousness and unconsciousness. ▪ The arguments about what dreams mean and the relationship between dreams and waking life. ▪ Three theories of why human beings dream. ▪ What makes a person susceptible to being hypnotized. ▪ Major criticisms of hypnosis. ▪ The biological effects of meditation. ▪ The conscious altering effects of opiates. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Compare and contrast various states of consciousness and their impact on behavior. ▪ Combine aspects of sleep and dreaming including stages and characteristics of the sleep cycle, theories of sleep and dreaming and symptoms and treatments of sleep disorders. ▪ Describe historic and contemporary uses of hypnosis. ▪ Explain hypnotic phenomena.

<ul style="list-style-type: none"> ▪ The consciousness altering effects of sedatives. ▪ The conscious altering effects of stimulants. ▪ The conscious altering effects of hallucinogens. ▪ The conscious altering effects of cannabis. ▪ The conscious altering effects of alcohol. ▪ The conscious altering effects of MDMA. ▪ The major figures in consciousness research, namely William James, Sigmund Freud and Ernest Hilgard. 	<ul style="list-style-type: none"> ▪ Identify the major psychoactive drug categories and classify specific drugs by their psychological and physiological effects. ▪ Discuss drug dependence, addiction, tolerance, and withdrawal. ▪ Identify the major figures in consciousness research, namely William James, Sigmund Freud and Ernest Hilgard.
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Name:	Dates: October
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Course/Subject: AP Psychology	Unit Plan 4: History and Approaches
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Psychology is a broad field with many specialties but fundamentally psychology is the scientific study of human behavior and mental processes. 2. Modern psychology developed from various conflicting traditions including structuralism, functionalism, Gestalt psychology, behaviorism and psychoanalysis. 3. Nine major perspectives characterize modern psychology. The perspectives comprise the biological, developmental, cognitive, psychodynamic, humanistic, behavioral, sociocultural, evolutionary/ sociobiological and trait views. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ What is psychology? ▪ To what extent does it make sense for modern psychologists to employ various perspectives in studying human behavior and mental processes?
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<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The definition of psychology. ▪ Why psychology is classified as a science. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Evaluate how philosophical perspectives shaped the development of psychological thought.
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<ul style="list-style-type: none"> ▪ When and how modern psychological science began. ▪ The schools of psychological thought. ▪ Seven approaches to the study of psychology. ▪ Psychology's main subfields. ▪ Major historical figures in psychology, namely 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. 	<ul style="list-style-type: none"> ▪ Describe and compare different theoretical approaches in explaining behavior: ▪ Judge the strengths and limitations of applying theories to explain behavior. ▪ Distinguish the different domains of psychology: biological, clinical, cognitive, counseling and developmental. ▪ Identify the major historical figures in psychology, namely 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.
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Name:	Dates: November
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Course/Subject: AP Psychology	Unit Plan 5: Research Methods
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

3.1.12.A9: Compare and contrast scientific theories, know that scientists to study the natural world and universe use both direct and indirect observations, identify questions and concepts that guide scientific investigations, formulate and revise explanations and models using logic and evidence, recognize and analyze alternative explanations and models, explain the importance of accuracy and precision in making valid measurements, examine the status of existing theories, evaluate experimental information for relevance and adherence to science processes, judge that conclusions are consistent and logical with experimental conditions, interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution and communicate and defend a scientific argument.

M11.E.1.1.1: Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.

M11.E.2.1.1: Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.

M11.E.2.1.2: Calculate and/or interpret the range, quartiles and inter-quartile range of data.

M11.E.2.1.3: Describe how outliers affect measures of central tendency.

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s): <i>Students will understand...</i>	Essential Questions: <ul style="list-style-type: none"> ▪ How do psychologists develop new knowledge?
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<ol style="list-style-type: none"> 1. Like researchers in all sciences, psychologists use the scientific method to test their ideas empirically. 2. Researchers use statistics for two major purposes: descriptively to characterize measurements made on groups or individuals and inferentially to judge whether those measurements are the result of chance. 	<ul style="list-style-type: none"> ▪ How do psychologists ensure that they have good information?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Six steps of the scientific method. ▪ Benefits, shortcomings and most effective use of the case study. ▪ Benefits, shortcomings and most effective use of the survey. ▪ Benefits, shortcomings and most effective use of naturalistic observation. ▪ Benefits, shortcomings and most effective use of experimentation. ▪ The definition and experimental importance of an independent variable. ▪ The definition and experimental importance of a dependent variable. ▪ The definition and experimental importance of a confounding variable. ▪ The definition and experimental importance of an experimental group. ▪ The definition and experimental importance of a control group. ▪ The importance of random assignment in experimentation. ▪ The differences between a single-blind procedure and a double-blind procedure. ▪ What the placebo effect is. ▪ The difference between correlation and causation. ▪ How to recognize and illustrate positive, negative, perfect, strong, weak and illusory correlations. ▪ How to calculate the mean of a data set. ▪ How to calculate the median of a data set. ▪ How to calculate the mode of a data set. ▪ How to interpret a range of data. ▪ How to interpret standard deviation. ▪ How to interpret the normal curve. ▪ How to determine if data is statistically significant. ▪ Four ethical principles prescribed by the American Psychological Association. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Differentiate types of research with regard to purpose, strengths and weaknesses. ▪ Describe how research design drives the reasonable conclusions that can be drawn. ▪ Select 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. ▪ Evaluate the purposes of descriptive statistics and inferential statistics. ▪ Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics. ▪ Argue the value of reliance on operational definitions and measurement in behavioral research. ▪ Interpret how ethical issues inform and constrain research practices. ▪ Assess how ethical and legal guidelines protect research participants and promote sound ethical practice.

Name:	Dates: November
Course/Subject: AP Psychology	Unit Plan 6: Testing and Individual Differences
Stage 1 – Desired Results	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Measuring individual differences is an essential component of psychology, but strict guidelines and ethical standards must be followed to ensure results and conclusions are valid and reliable. 2. Some psychologists believe that the essence of intelligence is a single, general factor while others believe intelligence is best described as a collection of distinct abilities. 3. Intelligence testing has a history of controversy, but most psychologists now view intelligence as a normally distributed trait that can be measured by performance on a variety of tasks. 4. While most psychologists agree that both heredity and environment affect intelligence they disagree on the source of IQ differences among racial and social groups. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what degree should psychologists test for individual differences? ▪ What is intelligence? ▪ To what degree can intelligence be accurately measured? ▪ To what degree can intelligence be attributed to genetics? ▪ To what degree can intelligence be attributed to environmental factors?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The principle types of psychological tests, their names and functions. ▪ The features a psychological test must possess to be considered scientifically reliable and valid. ▪ The contributions made by Sir Francis Galton to the development and advancement of intelligent testing. ▪ The contributions made by Sir Francis Galton to the development and advancement of intelligence testing. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Define intelligence and categorize characteristics of how psychologists measure intelligence including abstract versus verbal measures and speed of processing. ▪ Analyze how culture influences the definition of intelligence. ▪ Compare and contrast historic and contemporary theories of intelligence including those proffered by Charles Spearman, Howard Gardner and Robert Sternberg among others.

<ul style="list-style-type: none"> ▪ The contributions made by Alfred Binet and Theodore Simon to the development and advancement of intelligence testing. ▪ The contributions made by Lewis Terman and William Stern to the development and advancement of intelligence testing. ▪ The contributions made by David Wechsler to the development and advancement of intelligence testing. ▪ What types of questions are on intelligence tests. ▪ What modern IQ scores mean. ▪ The correlation between intelligence scores and vocational success. ▪ The characteristics of people who are considered mentally retarded. ▪ The characteristics of people who are considered gifted. ▪ The evidence supporting the argument that intelligence is determined by heredity. ▪ The evidence supporting the argument that intelligence is determined by environmental factors. ▪ key contributors in intelligence research and testing, namely Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman and David Wechsler. 	<ul style="list-style-type: none"> ▪ 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 such as gifted and cognitively disabled. ▪ Debate the appropriate testing practices, particularly in relation to culture-fair test uses. ▪ Identify key contributors in intelligence research and testing, namely Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman and David Wechsler.
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Name:	Dates: December
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Course/Subject: AP Psychology	Unit Plan 7: Personality
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <p>1. According to the psychodynamic, humanistic and cognitive theories, personality is a continuously changing process, shaped by a</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what degree is personality determined by an individual's genetic makeup?
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<p>person's internal needs and cognitions and by external pressures from the social environment.</p> <p>2. Another approach describes personality in terms of stable patterns known as temperaments, traits and types.</p> <p>3. Personality plays an important and omnipresent role in affecting a person's behavior, a role that differs greatly across cultures.</p>	<ul style="list-style-type: none"> ▪ To what degree is personality determined by the social circumstances in which a person is situated? ▪ To what extent does personality affect a person's psychology – behavior and mental processes – specifically in the realms of learning, intelligence, conformity, leadership, motivation, emotion, cognition and perception, among others?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The psychological definition of personality. ▪ The assumptions, emphases and interests of psychodynamic psychologists on the study of personality. ▪ Sigmund Freud's five stages of psychosexual development. ▪ Eight defense mechanisms. ▪ The value and criticisms of projective tests. ▪ The assumptions, emphases and interests of behavioral psychologists on the study of personality. ▪ The assumptions, emphases and interests of humanistic psychologists on the study of personality. ▪ The assumptions, emphases and interests of biological psychologists on the study of personality. ▪ The Big Five personality traits. ▪ Three ways in which individuals and environments interact as part of the theory of reciprocal determinism. ▪ The difference between internal locus of control and external locus of control. ▪ How human beings learn helplessness. ▪ The effects of self-serving bias and Fundamental Attribution Error on personality. ▪ Differences in personality as manifest in individualistic cultures and collectivist cultures. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanistic, cognitive, trait, social learning and behavioral. ▪ Compare research methods that psychologists use to investigate personality. ▪ Assess the quality of frequently used assessment strategies including the Minnesota Multiphasic Personality Inventory (MMPI), and 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. ▪ Identify key contributors to personality theory, namely Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow and Carl Rogers.
<p>Name:</p>	<p>Dates: January</p>
<p>Course/Subject: AP Psychology</p>	<p>Unit Plan 8: Learning</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>	

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. Psychologically, learning is defined as the ability to use new information to affect a change in an organism's behavior.
2. Classical conditioning is a form of learning in which a stimulus that produces an innate response becomes associated with a previously neutral stimulus that subsequently acquires the power to elicit a similar response.
3. In operant conditioning, the consequences of behavior, such as rewards and punishments, influence whether or not a behavior is learned successfully.
4. According to cognitive psychology, some forms of learning must be explained as changes in mental processes alone rather than as changes in behavior and mental processes together.

Essential Questions:

- How does learning affect human behavior?
- How does learning affect mental processes?
- How do human beings learn?

Learning Objectives:

Students will know...

- The psychological definition of learning.
- How a person learns through classical conditioning.
- The relationships among a conditioned stimulus, an unconditioned stimulus, a conditioned response and an unconditioned response.
- How a person learns through operant conditioning.
- The role played by positive and negative reinforcements in learning.
- The role played by positive and negative punishment in learning.
- Basic types and schedules of reinforcement.
- Biological constraints on conditioning.
- How a person learns through observational learning.
- Key contributors in the psychology of learning, namely Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman and John B. Watson.

Students will be able to...

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- Apply basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning.
- Score how practice, schedules of reinforcement, and motivation influence the quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Exemplify 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.

	<ul style="list-style-type: none"> ▪ Dramatize how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems. ▪ Identify key contributors in the psychology of learning, namely Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman and John B. Watson.
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Name:	Dates: January/February
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Course/Subject: AP Psychology	Unit Plan 9: Cognition
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▪ Human memory is an information processing system that works constructively to encode, store and retrieve information. ▪ Each of the three memory stages encodes and stores memories in a different way, but all three stages work together to transform sensory experience into a lasting record that has a pattern of meaning. ▪ Whether memories are implicit or explicit, successful retrieval depends on how they were encoded and how they are stored. ▪ Most memory problems arise from memory’s “seven sins” which are by-products of otherwise adaptive features of human memory. ▪ Infants and children face a critically important developmental task with the acquisition of language. ▪ Thinking is a cognitive process in which the brain uses information from the senses, emotions, and memory to create and 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ What factors affect a person’s ability to remember? ▪ What comprises language? ▪ How do human beings acquire language? ▪ What are the functions of language? ▪ How do human beings solve problems, make decisions and form judgments; in other words, how do human beings think? ▪ What is the relationship among the triarchic elements of human cognition – memory, language and thought?
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<p>manipulate mental representations, such as concepts, images, schemas and scripts.</p> <ul style="list-style-type: none"> ▪ Good thinkers not only have a repertoire of effective algorithms and heuristics, they also know how to avoid the common impediments to problem solving and decision-making. 	
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Three steps in the process of human memory – encoding, storage and retrieval. ▪ How information can be most successfully encoded into memory. ▪ Three levels of information processing. ▪ Strategies for improving encoding. ▪ Three forms of information storage. ▪ Four elements of working memory. ▪ What flashbulb memory is and how accurate it is. ▪ Strategies for improving memory storage and organization. ▪ Various cues that aid human beings in being able to recall information from memory. ▪ Five reasons why human beings forget. ▪ Why there is a controversy over whether or not repressed memories are accurate. ▪ The areas of the brain that are engaged in the process of human memory. ▪ The similarities and differences between implicit and explicit memory. ▪ The similarities and differences between declarative and procedural memory. ▪ The similarities and differences between semantic and episodic memory. ▪ The similarities and differences between prospective and retrospective memory. ▪ Four properties of language. ▪ Three elements that structure language. ▪ Milestones that must be achieved in successful language development. ▪ Which animals have developed language-like capabilities. ▪ The role of evolution in the development of human language. ▪ Three theories of language acquisition. ▪ The role that linguistic relativity plays in connecting language with thought. ▪ Three categories of problems that require solving. ▪ Four barriers to effective problem solving. ▪ Seven approaches to problem solving. ▪ Strategies used when making decisions. ▪ Factors weighed when making risky decisions. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Compare and contrast various cognitive processes including effortful versus automatic processing, deep versus shallow processing and focused versus divided attention. ▪ Describe and differentiate psychological and physiological systems of memory such as short-term memory, procedural memory and long-term memory. ▪ Outline the principles that underlie effective encoding, storage, and construction of memories. ▪ Demonstrate strategies for memory improvement. ▪ Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development and use of language. ▪ Model 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, namely Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus and George A. Miller.

<ul style="list-style-type: none"> ▪ Common errors made by human beings when solving problems and making decisions. ▪ Key contributors in cognitive psychology, namely Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus and George A. Miller. 	
Name:	Dates: February
Course/Subject: AP Psychology	Unit Plan 10: Motivation and Emotion
Stage 1 – Desired Results	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>10.1.12.C: Analyze factors that impact nutritional choices of adults: cost, food preparation (e.g., time, skills), consumer skills (e.g., understanding food labels, evaluating fads), nutritional knowledge and changes in nutritional requirements (e.g., age, physical activity level).</p> <p>10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ▪ Emotions have evolved to help us respond to important situations and to convey our intentions to others. ▪ The discovery of two distinct brain pathways for emotional arousal has clarified the connections among the many biological structures involved in emotion. ▪ Although emotional responses are not always regulated consciously, a person can learn emotional control. ▪ Achievement, hunger and sex personify the entire range of human motivations because the mix of biological, mental, behavioral and sociocultural influences that cause them differ, as do the behaviors they produce. ▪ Motivation takes many forms, but all involve inferred mental processes that select and direct our behavior. ▪ The human stress response to perceived threats activates thoughts, feelings, behaviors 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ To what degree are human emotions fueled by biological factors? ▪ To what degree are human emotions fueled by environmental circumstances? ▪ What role do emotions play in behavior? ▪ To what degree are human beings motivated by biological factors? ▪ To what degree are human beings motivated by environmental factors? ▪ How does stress influence health and behavior? ▪ What is the relationship among cognition, motivation and emotion?

<p>and physiological arousal that normally promote adaptation and survival.</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ How drive theories explain motivation. ▪ How incentive theories explain motivation. ▪ How evolutionary theories explain motivation. ▪ The biological factors that regulate hunger. ▪ The environmental factors that regulate hunger. ▪ The determinants of sexual desire. ▪ The environmental and biological theories that seek to explain sexual orientation. ▪ Four phases of the human sexual response cycle. ▪ How affiliation motive explains human behavior. ▪ How achievement motive explains human behavior. ▪ Individual differences in the need for achievement. ▪ Situational determinants of achievement behavior. ▪ The biological factors that affect emotion. ▪ The environmental factors that affect emotion. ▪ Four major theories of emotion: James-Lange Theory, Cannon-Bard Theory, Schachter Two-Factor Theory and Evolutionary Theories. ▪ The single best predictor of human emotion. ▪ Key contributors in the psychology of motivation and emotion, namely William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter and Hans Selye. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Apply basic motivational concepts to understand the behavior of humans and other animals. ▪ Discuss the biological underpinnings of motivation, including needs, drives and homeostasis. ▪ Compare and contrast motivational theories including drive reduction theory, arousal theory and general adaptation theory, including the strengths and weaknesses of each. ▪ Model classic research findings in specific motivation systems. ▪ Evaluate theories of stress and the effects of stress on psychological and physical well being. ▪ Compare and contrast major theories of emotion, namely the James–Lange, Cannon–Bard, Schachter Two-Factor and evolutionary theories. ▪ Judge how cultural influences shape emotional expression, including variations in body language. ▪ Identify key contributors in the psychology of motivation and emotion, namely William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter and Hans Selye.
<p>Name:</p>	<p>Dates: March</p>
<p>Course/Subject: AP Psychology</p>	<p>Unit Plan 11: Developmental Psychology</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>10.1.12.A: Evaluate factors that impact growth and development during adulthood and late adulthood: acute and chronic illness, communicable and non-communicable disease, health status, relationships (e.g., marriage, divorce, loss), career choice, aging process and retirement.</p> <p>10.1.12.B: Evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level, environment (e.g., pollutants, available health care), health status (e.g., physical, mental, social) and nutrition.</p> <p>10.4.12.C: Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity: aging, injury and disease.</p>	

11.3.12.F: Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

11.4.12.A: Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research).

11.4.12.B: Analyze current issues in health and safety affecting children at each stage of child development.

11.4.12.C: Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).

11.4.12.D: Analyze plans and methods to blend work and family responsibilities to meet the needs of children.

11.4.12.E: Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. Development is a process of growth and change catalyzed by the interaction between nature and nurture.
2. Human beings have certain innate abilities for finding nourishment, interacting with others and avoiding harmful situations; other abilities must be learned and developed throughout life.

Essential Questions:

- How do psychologists explain development?
- How do human beings grow and develop physically, cognitively and socially and emotionally throughout their life spans?
- How do nature and nurture influence human development?

Learning Objectives:

Students will know...

- Three stages of prenatal development.
- Jean Piaget's four stages of cognitive development.
- Lev Vygotsky's Zone of Proximal Development Theory.
- Harry and Margaret Harlow's theory on body contact and human attachment.
- What a critical period is, when they occur and how they affect development.
- Three types of parenting styles.
- The effects of gender on development.
- Lawrence Kohlberg's three stages of moral development.
- Erik Erikson's eight stages of psychosocial development.

Students will be able to...

- Examine the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Illustrate the process of conception and gestation, including the factors that affect successful fetal development like nutrition, illness, substance abuse.
- Measure maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities.
- Compare and contrast different models of moral development.

<ul style="list-style-type: none"> ▪ Physical, emotional and cognitive changes that occur throughout a person's lifetime. ▪ The difference between crystallized intelligence and fluid intelligence. ▪ Key contributors in developmental psychology, namely Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, and Lev Vygotsky. 	<ul style="list-style-type: none"> ▪ Justify maturational challenges in adolescence, including related family conflicts. ▪ 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. ▪ Evaluate how sex and gender influence socialization and other aspects of development. ▪ Identify key contributors in developmental psychology, namely Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, and Lev Vygotsky.
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Name:	Dates: April
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Course/Subject: AP Psychology	Unit Plan 12: Abnormal Behavior
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

10.1.12.D: Evaluate issues relating to the use/non-use of drugs: psychology of addiction, social impact (e.g., cost, relationships), chemical use and fetal development, laws relating to alcohol, tobacco and chemical substances, impact on the individual and impact on the community.

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. While the medical field views psychological disorders exclusively through the lens of disease, psychology sees disordered behavior as a result of complex interactions among biological, cognitive, social and behavioral factors. 2. The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), the most widely used system for classifying mental disorders, does so by using a disorder's mental and behavioral symptoms. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ What constitutes abnormal behavior? ▪ To what degree can abnormal behavior be attributed to genetic factors? ▪ To what degree can abnormal behavior be attributed to social factors? ▪ To what degree should disordered behavior be diagnosed?
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<p>3. Ideally, accurate diagnoses lead to proper treatments, but diagnoses may also become labels that depersonalize individuals and ignore the social and cultural contexts in which their problems arise.</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The psychological definition of disordered behavior. ▪ The criteria used to judge psychological abnormality. ▪ The frequency of mental illness within the general American population. ▪ The variety of models used to diagnose, classify and treat psychologically disordered behavior. ▪ The etiology, symptoms and treatment options for four anxiety disorders. ▪ The etiology, symptoms and treatment options for three somatoform disorders. ▪ The etiology, symptoms and treatment options for three dissociative disorders. ▪ The etiology, symptoms and treatment options for two mood disorders. ▪ The etiology, symptoms and treatment options for ten personality disorders. ▪ The etiology, symptoms and treatment options for four schizophrenic disorders. ▪ How the United States legal system accounts for mental illness. ▪ Cultural variations in the definitions, diagnosis, frequency, etiology, symptoms and treatment of psychologically abnormal behavior. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Compare and contrast contemporary and historical conceptions of what constitutes psychological disorders. ▪ Judge the use of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) published by the American Psychiatric Association as the primary reference for making diagnostic judgments. ▪ Distinguish among 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 including the medical, psychoanalytic, humanistic, cognitive, biological and sociocultural models. ▪ Appraise the positive and negative consequences of diagnostic labels. ▪ Examine the intersection between psychology and the legal system, namely issues of confidentiality, insanity defense and others.
<p>Name:</p>	<p>Dates: April</p>
<p>Course/Subject: AP Psychology</p>	<p>Unit Plan 13: Treatment of Abnormal Behavior</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>10.1.12.D: Evaluate issues relating to the use/non-use of drugs: psychology of addiction, social impact (e.g., cost, relationships), chemical use and fetal development, laws relating to alcohol, tobacco and chemical substances, impact on the individual and impact on the community.</p> <p>10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities: social, physiological and psychological.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p>	

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. Therapy for psychological disorders takes a variety of forms, all of which necessarily focus in some way on improving a person's mental, behavioral or social functioning.
2. Psychologists employ two main forms of treatment including insight therapies and behavioral therapies.
3. Biomedical therapies seek to treat mental disorders by changing the brain's chemistry with drugs, altering the brain's circuitry with surgery or manipulating the brain's activity patterns with pulses of electricity or powerful magnetic fields.

Essential Questions:

- How should disordered behavior be treated?

Learning Objectives:

Students will know...

- The details, benefits, shortcomings, effectiveness and frequency of psychoanalysis as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of cognitive therapy as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of client-centered therapy as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of group therapy as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of social skills training as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of aversion therapy as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of systematic desensitization as a treatment for abnormal behavior.
- The details, benefits, shortcomings, effectiveness and frequency of biomedical therapies as a treatment for abnormal behavior.

Students will be able to...

- Describe the central characteristics of psychotherapeutic intervention.
- Arrange major treatment orientations used in therapy including behavioral, cognitive and humanistic and analyze how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats like individual and group therapies.
- Summarize the effectiveness of specific treatments used to address specific problems.
- Evaluate how cultural and ethnic contexts influence choice and success of treatment.
- Rate prevention strategies that build resilience and promote competence.
- Identify major figures in psychological treatment, namely Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner and Joseph Wolpe.

<ul style="list-style-type: none"> ▪ The details, benefits, shortcomings, effectiveness and frequency of institutionalization as a treatment for abnormal behavior. ▪ The affects that cultural differences have on the variety, availability and efficacy of treatment options offered. ▪ Major figures in psychological treatment, namely Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner and Joseph Wolpe. 	
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Name:	Dates: May
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Course/Subject: AP Psychology	Unit Plan 14: Social Psychology
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Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Myriad environmental factors affect human behavior and mental processes. 2. Human beings often adapt their behavior based upon their social situation; in ambiguous situations, human beings usually take their cues from the behavior of others in that same setting. 3. The power of a situation can help to explain violence and terrorism specifically, but a broader understanding of antisocial behavior requires multiple perspectives that go beyond the boundaries of traditional psychology. 4. Groups sometimes adapt their collective behavior based on the influence of one or a few individuals within the group. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How do social situations affect the behavior of human beings? ▪ How does membership in a group affect the behavior of an individual? ▪ How do individuals affect the behaviors of groups of which they are a part? ▪ To what extent do environmental factors explain psychology, that is, human behaviors and mental processes?
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<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Four specific criteria that comprise the field of social psychology. 	<i>Students will be able to...</i>
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<ul style="list-style-type: none"> ▪ Three factors assessed by social psychologists to measure the degree to which people affect one another. ▪ How human behavior is affected by inclusion with and exclusion from a group. ▪ Seven factors that affect a person's likeliness to conform within a group. ▪ Six factors that affect a person's likeliness to engage in groupthink. ▪ Five conditions under which a person is more likely to be obedient. ▪ Factors that increase the chance of the bystander effect through the diffusion of responsibility. ▪ Four theories that explain love and affection. ▪ The types of errors that are likely to occur when people are making cognitive attributions. ▪ Five causes of prejudice. ▪ Successful and unsuccessful strategies for ameliorating prejudice. ▪ Rules that govern the creation of group dynamics. ▪ Important figures in social psychology, namely Solomon Asch, Leon Festinger, Stanley Milgram and Philip Zimbardo. 	<ul style="list-style-type: none"> ▪ Apply attribution theory, specifically fundamental attribution error and self-serving bias to explain motives. ▪ Describe the structure and function of different kinds of group behavior including deindividuation and group polarization. ▪ Explain how individuals respond to the expectations of others, including groupthink, conformity and obedience to authority. ▪ Discuss attitudes and how they change. ▪ Predict the impact of the presence of others on individual behavior including analyses of the bystander effect and social facilitation. ▪ Select processes that contribute to differential treatment of group members such as in-group/out-group dynamics, ethnocentrism and prejudice. ▪ Articulate the impact of social and cultural categories like gender, race and 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. ▪ Question the efficacy of attitude formation and change, including persuasion strategies and cognitive dissonance. ▪ Identify important figures in social psychology, namely Solomon Asch, Leon Festinger, Stanley Milgram and Philip Zimbardo.
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