

GBCS Curriculum Guide			GRADE:		SUBJECT:			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
History and Approaches	1 week	Unit 1	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Recognize how philosophical and physiological perspectives shaped the development of psychological thought.</li> <li>• Describe and compare different theoretical approaches in explaining behavior: <ul style="list-style-type: none"> <li>— structuralism, functionalism, and behaviorism in the early years;</li> <li>— Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;</li> <li>— evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.</li> </ul> </li> <li>• Recognize the strengths and limitations of applying theories to explain behavior.</li> <li>• Distinguish the different domains of psychology: <ul style="list-style-type: none"> <li>— biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social.</li> </ul> </li> <li>• 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).</li> </ul>			<ul style="list-style-type: none"> <li>structuralism</li> <li>functionalism</li> <li>behaviorism</li> <li>humanistic psychology</li> <li>cognitive neuroscience</li> <li>psychology</li> <li>nature/nurture issue</li> <li>natural selection</li> <li>biological psychology</li> <li>evolutionary psychology</li> <li>psychodynamic psychology</li> <li>social-cultural psychology</li> <li>basic research</li> <li>applied research</li> <li>developmental psychology</li> <li>educational psychology</li> <li>social psychology</li> <li>I/O psychology</li> <li>human factors psychology</li> <li>psychiatry</li> <li>positive psychology</li> </ul>		

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Research Methods	2 weeks	Unit 2	<p>types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.</p> <ul style="list-style-type: none"> <li>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).</li> <li>Identify independent, dependent, confounding, and control variables in experimental designs.</li> <li>Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</li> <li>Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).</li> <li>Distinguish the purposes of descriptive statistics and inferential statistics.</li> <li>Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).</li> <li>Discuss the value of reliance on operational definitions and measurement</li> </ul>			<p>hindsight bias theory hypothesis operational definition replication case study naturalistic observation survey sampling bias population random sample correlation correlation coefficient scatterplot illusory correlation experiment experimental group control group random assignment double blind procedure placebo effect independent/dependent variable confounding variable validity descriptive statistics mode mean median skewed distribution range standard deviation normal curve inferential statistics</p>		

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Biological Basis of Behavior	3 weeks	Unit 3	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists).</li> <li>• Discuss the role of neuroplasticity in traumatic brain injury.</li> <li>• Discuss the effect of the endocrine system on behavior.</li> <li>• Describe the nervous system and its subdivisions and functions: <ul style="list-style-type: none"> <li>— central and peripheral nervous systems;</li> <li>— major brain regions, lobes, and cortical areas;</li> <li>— brain lateralization and hemispheric specialization.</li> </ul> </li> <li>• Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).</li> <li>• Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.</li> <li>• Predict how traits and behavior can be selected for their adaptive value.</li> <li>• Identify key contributors (e.g., Paul</li> </ul>			neuron dendrite axon myelin sheath action potential refractory period threshold all or none response synapse neurotransmitters reuptake endorphins agonist antagonist nervous system CNS PNS sensory neurons motor neurons interneurons somatic nervous system autonomic nervous system sympathetic nervous system parasympathetic nervous system reflex endocrine system hormones adrenal glands pituitary gland lesion EEG CT scan PET scan		

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Developmental Psychology	2 weeks	Unit 4	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.</li> <li>• Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).</li> <li>• Explain how parenting styles influence development.</li> <li>• Discuss maturation of motor skills.</li> <li>• Describe the influence of temperament and other social factors on attachment and appropriate socialization.</li> <li>• Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).</li> <li>• Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).</li> <li>• Discuss maturational challenges in adolescence, including related family conflicts.</li> <li>• Characterize the development of decisions related to intimacy as people mature.</li> <li>• Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.</li> <li>• Describe how sex and gender influence socialization and other aspects of development.</li> <li>• Identify key contributors in</li> </ul>			<p>zygote embryo fetus teratogens fetal alcohol syndrome habituation maturation cognition schema assimilation accomodation sensorimotor stage object permanence preoperational stage conservation egocentrism theory of mind ASD concrete operational stage formal operational stage stranger anxiety attachment critical period imprinting temperament basic trust self-concept gender gender role gender identity social learning theory transgender adolescence testosterone</p>		

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Sensation and Perception	3 weeks	Unit 5	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.</li> <li>• Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</li> <li>• Explain common sensory disorders (e.g., visual and hearing impairments).</li> <li>• Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).</li> <li>• Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).</li> <li>• Explain the role of top-down processing in producing vulnerability to illusion.</li> <li>• Discuss the role of attention in behavior.</li> <li>• Challenge common beliefs in parapsychological phenomena.</li> <li>• Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).</li> </ul>			<p>sensation  perception  bottom-up processing  top-down processing  selective attention  inattention blindness  change blindness  transduction  absolute threshold  signal detection theory  subliminal  priming  difference threshold  Weber's Law  sensory adaptation  perceptual set  ESP  wavelength  hue  intensity  pupil  iris  lens  retina  rods  cones  optic nerve  blind spot  fovea  feature detectors  parallel processing  trichromatic theory  opponent-process theory  Gestalt</p>		

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States of Consciousness	3 weeks	Unit 6	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Describe various states of consciousness and their impact on behavior.</li> <li>• Discuss aspects of sleep and dreaming: <ul style="list-style-type: none"> <li>— stages and characteristics of the sleep cycle;</li> <li>— theories of sleep and dreaming;</li> <li>— symptoms and treatments of sleep disorders.</li> </ul> </li> <li>• Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).</li> <li>• Explain hypnotic phenomena (e.g., suggestibility, dissociation).</li> <li>• Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.</li> <li>• Discuss drug dependence, addiction, tolerance, and withdrawal.</li> <li>• Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).</li> </ul>			<p>consciousness hypnosis dissociation circadian rhythm REM sleep alpha waves sleep hallucinations delta waves sleep spindles lucid dream NREM sleep suprachiasmatic nucleus insomnia narcolepsy sleep apnea night terrors dream manifest/latent content REM rebound psychoactive drug tolerance addiction withdrawal depressants barbituates opiates stimulants amphetamines nicotine cocaine methamphetamine ecstasy hallucinogens</p>		

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Learning	2 weeks	Unit 7	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).</li> <li>• Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.</li> <li>• Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).</li> <li>• Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.</li> <li>• Interpret graphs that exhibit the results of learning experiments.</li> <li>• Provide examples of how biological constraints create learning predispositions.</li> <li>• Describe the essential characteristics of insight learning, latent learning, and social learning.</li> <li>• Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</li> <li>• Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address</li> </ul>			<p>learning habituation associative learning classical conditioning stimulus behaviorism neutral stimulus unconditioned response UCS CS acquisition higher-order conditioning extinction spontaneous recovery generalization discrimination operant conditioning law of effect operant chamber reinforcement punishment shaping positive/negative reinforcement continuous reinforcement partial reinforcement FR schedule VR schedule FI schedule VI schedule biofeedback cognitive map latent learning insight intrinsic/extrinsic motivation</p>		

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Memory	2 weeks	Unit 8	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Compare and contrast various cognitive processes:               <ul style="list-style-type: none"> <li>— effortful versus automatic processing;</li> <li>— deep versus shallow processing;</li> <li>— focused versus divided attention.</li> </ul> </li> <li>• Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).</li> <li>• Outline the principles that underlie effective encoding, storage, and construction of memories.</li> <li>• Describe strategies for memory improvement.</li> <li>• Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</li> <li>• Identify problem-solving strategies as well as factors that influence their effectiveness.</li> <li>• List the characteristics of creative thought and creative thinkers.</li> <li>• Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller)</li> </ul>	<p>How do psychologists describe the human memory system?</p> <p>What is the capacity of short-term and working memory?</p> <p>What are some effortful processing strategies that can help us remember new information?</p> <p>What are the levels of processing, and how do they affect encoding?</p>		<p>automatic/effortful processing</p> <p>memory</p> <p>encoding</p> <p>storage</p> <p>retrieval</p> <p>parallel processing</p> <p>sensory memory</p> <p>short-term memory</p> <p>long-term memory</p> <p>working memory</p> <p>explicit memory</p> <p>implicit memory</p> <p>iconic memory</p> <p>echoic memory</p> <p>chunking</p> <p>mnemonics</p> <p>spacing effect</p> <p>shallow/deep processing</p> <p>hippocampus</p> <p>flashbulb memory</p> <p>long-term potentiation</p> <p>recall</p> <p>recognition</p> <p>relearning</p> <p>priming</p> <p>mood-congruent memory</p> <p>serial position effect</p> <p>anterograde amnesia</p> <p>retrograde amnesia</p> <p>proactive/retroactive interference</p> <p>repression</p> <p>misinformation effect</p> <p>source amnesia</p>		

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Thinking and Language	1 week	Unit 9	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Compare and contrast various cognitive processes: <ul style="list-style-type: none"> <li>— effortful versus automatic processing;</li> <li>— deep versus shallow processing;</li> <li>— focused versus divided attention.</li> </ul> </li> <li>• Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).</li> <li>• Outline the principles that underlie effective encoding, storage, and construction of memories.</li> <li>• Describe strategies for memory improvement.</li> <li>• Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</li> <li>• Identify problem-solving strategies as well as factors that influence their effectiveness.</li> <li>• List the characteristics of creative thought and creative thinkers.</li> <li>• Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller)</li> </ul>			<p>cognition concept prototype creativity convergent/divergent thinking algorithm heuristic insight confirmation bias mental set intuition representative heuristic availability heuristic overconfidence belief perseverance framing language phoneme morpheme grammar syntax babbling stage one-word stage two-word stage telegraphic speech aphasia Broca's area Wernicke's area linguistic determinism</p>		

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Testing and Individual Differences	1 1/2 weeks	Unit 10	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Define intelligence and list characteristics of how psychologists measure intelligence:               <ul style="list-style-type: none"> <li>— abstract versus verbal measures;</li> <li>— speed of processing.</li> </ul> </li> <li>• Discuss how culture influences the definition of intelligence.</li> <li>• Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).</li> <li>• Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.</li> <li>• Interpret the meaning of scores in terms of the normal curve.</li> <li>• Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).</li> <li>• Debate the appropriate testing practices, particularly in relation to culture-fair test uses.</li> <li>• Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).</li> </ul>			<p>Intelligence  intelligence test  general intelligence  factor analysis  savant syndrome  grit  emotional intelligence  mental age  Stanford-Binet  IQ  achievement test  aptitude test  WAIS  standardization  normal curve  reliability  validity  content validity  predictive validity  crystallized/fluid intelligence  intellectual disability  Down syndrome  heritability  stereotype threat</p>		

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Motivation and Emotion	3 weeks	Unit 11	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).</li> <li>• Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</li> <li>• Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.</li> <li>• Describe classic research findings in specific motivation systems (e.g., eating, sex, social)</li> <li>• Discuss theories of stress and the effects of stress on psychological and physical well-being.</li> <li>• Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).</li> <li>• Describe how cultural influences shape emotional expression, including variations in body language.</li> <li>• Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).</li> </ul>			<p>motivation instinct drive reduction theory homeostasis incentive Yerkes-Dodson Law hierarchy of needs glucose set point basal metabolic rate sexual response cycle refractory period sexual dysfunction estrogen testosterone emotion James-Lange theory Cannon-Bard theory Two-Factor theory polygraph facial feedback effect stress GAS coronary heart disease Type A/Type B</p>		

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Personality	1 1/2 weeks	Unit 12	<p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social cognition, and behavioral.</li> <li>• Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.</li> <li>• 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.</li> <li>• Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).</li> <li>• 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).</li> </ul>			<p>personality  free association  psychoanalysis  unconscious  id  ego  superego  psychosexual stages  Oedipus complex  identification  fixation  defense mechanisms  repression  collective unconscious  projective tests  TAT  Rorschach inkblots  humanistic theories  self-actualization  unconditional positive regard  self-concept  trait  personality inventory  MMPI  social-cognitive perspective  behavioral approach  reciprocal determinism  positive psychology  spotlight effect  self-esteem  self-efficacy  self-serving bias  narcissism  individualism</p>		