

## AP Psychology Scope & Sequence

Grading Period	Unit Title or Big Idea	AP Standards	Learning Targets	Assessment Evidence
<b>Throughout the School Year</b>	Vocabulary Development and Understanding Reading Comprehension from Professional Journals or Articles FRQ Writing Skill Development Albert.IO Digital A.P. Prep Resource			Formative: Class discussion and personal examples Formative: Group assignments and presentations Formative: Group supportive writing/evaluation and inclusion of FRQs on Summative Assessment Tests
<b>First Grading Period</b>	<u>Cognition- 12 Days</u>  Content/Topic Outline <ol style="list-style-type: none"> <li>Information Processing Model</li> <li>Sensory Registers and Attention</li> <li>STM and LTM</li> <li>Biology of Memory</li> <li>Retrieval and Forgetting</li> <li>Special Topics in Memory</li> </ol> <ol style="list-style-type: none"> <li>Thinking: Concepts, Schemas and Prototypes</li> <li>Problem Solving</li> <li>Obstacles to Problem Solving</li> <li>Decision Making and Biases</li> </ol>	<b>Cognition (8–10%)</b> AP students in psychology should be able to do the following: <ul style="list-style-type: none"> <li>Compare and contrast various cognitive processes: effortful versus automatic processing; — deep versus shallow processing; focused versus divided attention .</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</li> </ul>	<b>Unit 7: Memory and Cognition</b> In this unit, AP Psychology students must be able to complete the following essential tasks: <ul style="list-style-type: none"> <li><b>7-1</b> Describe the information processing model of memory with specific attention to the following steps:               <ul style="list-style-type: none"> <li>- Encoding: external stimuli, sensory registers, selective attention, reticular formation, short-term memory</li> <li>- Storage: long-term memory, explicit memory (semantic and episodic memories) and implicit memories (emotional and procedural memories)</li> <li>- Retrieval</li> </ul> </li> <li><b>7-2</b> Outline principles that help improve memory functioning at each stage:               <ul style="list-style-type: none"> <li>encoding - attention, chunking, serial positioning effect, deep versus shallow processing, and rote rehearsal</li> <li>storage - decay theory, elaborative rehearsal, spacing</li> </ul> </li> </ul>	Formative- Vocabulary/Quizlet Formative- Quiz Formative- Albert IO Summative Assessment- Unit Test

	5. Creativity 6. Structure of Language 7. Language Development 8. Feral Children: Victor and Genie 9. Language, thought and culture 10. Thinking without language? 11. Nonhuman Cognition and Language	<p>acquisition, development, and use of language .</p> <ul style="list-style-type: none"> <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>effect, method of loci, and link method</p> <ul style="list-style-type: none"> <li>○ retrieval – Retrieval cues and priming</li> </ul> <ul style="list-style-type: none"> <li>• <b>7-3</b> Describe the physiological systems of memory with specific attention to long-term potentiation and the brain regions where memories are stored.</li> <li>• <b>7-4</b> Describe specific retrieval problems (anterograde and retrograde amnesia, decay theory, proactive and retroactive interference) and memory construction errors (misinformation effect, eyewitness testimonies, and source amnesia)</li> </ul> <p>Problems, Decisions and Language:</p> <ul style="list-style-type: none"> <li>• <b>7-5.</b> Define cognition and identify how the following interact to form our cognitive life: <ul style="list-style-type: none"> <li>○ schemata/concepts, prototypes, assimilation, accommodation, effortful versus automatic processing, and deep vs. shallow processing, and focused versus divided attention.</li> </ul> </li> <li>• <b>7-6.</b> Identify problem-solving techniques (algorithms and heuristics) as well as factors that influence their effectiveness (problem representation, mental set and functional fixedness).</li> <li>• <b>7-7.</b> Identify decision making techniques (compensatory models, representativeness heuristics, and availability heuristics) as well as factors that influence decision making (overconfidence, confirmation bias, belief bias, belief perseverance, and hindsight bias)</li> <li>• <b>7-8.</b> List the characteristics, stages, and ways to foster creative thought</li> <li>• <b>7-9.</b> Synthesize how biological, cognitive and cultural factors converge to facilitate the use of language (phonemes,</li> </ul>	
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			<p>morphemes, syntax and semantics) and its development (holophrastic stage, telegraphic speech).</p> <ul style="list-style-type: none"> <li>● <b>7-10.</b> Synthesize how biological, cognitive, and cultural factors converge to facilitate the acquisition (critical periods, Universal Inborn Grammar, and Victor/Genie) of language.</li> <li>● <b>7-11.</b> Analyze how culture impacts language (linguistic determinism) and the quality and depth of non-human thought and language-free processing.</li> </ul>	
	<p><u>Research Methods - 12 Days</u></p> <ol style="list-style-type: none"> <li>1. Scientific Method</li> <li>2. Research Methods: Descriptive</li> <li>3. Descriptive Statistics <ol style="list-style-type: none"> <li>a. Measures of Central Tendency</li> <li>b. Measures of Variation</li> </ol> </li> <li>4. Research Methods: Correlation</li> <li>5. Research Methods: Experimentation</li> <li>6. Inferential Statistics <ol style="list-style-type: none"> <li>a. Statistical Significance</li> </ol> </li> <li>7. Ethics: Guidelines and Wrong doings <ol style="list-style-type: none"> <li>a. APA Code of Ethics</li> </ol> </li> </ol>	<p><b>Research Methods (8–10%)</b></p> <ul style="list-style-type: none"> <li>● Differentiate types of research (e.g. , experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses .</li> <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 reduce 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> </ul>	<p><b>Unit 2: Research Methods</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks:</p> <ul style="list-style-type: none"> <li>● <b>2-1.</b> Describe the scientific method and differentiate types of research with regard to purpose, strengths, weaknesses and reasonable conclusions <ul style="list-style-type: none"> <li>○ - Descriptive Research: Case Studies, Naturalistic Observation and Surveys</li> <li>○ - Correlational Research</li> <li>○ - Experimental Research</li> </ul> </li> <li>● <b>2-2.</b> Describe descriptive research studies (Case Studies, Naturalistic Observation and Surveys ) taking into account population, random sampling, wording-effect and applicable biases.</li> <li>● <b>2-3.</b> Apply basic statistical concepts to explain research findings using descriptive statistics: Central Tendency <ul style="list-style-type: none"> <li>○ (mean, median, mode, skewed distributions) Variance ( range, standard deviation, and normal distributions)</li> </ul> </li> <li>● <b>2-4.</b> Describe a correlational research study taking into account operational definitions, random sampling, correlational coefficient, and scatter-plots.</li> </ul>	<p>Formative- Vocabulary/Quizlet Formative- Quiz Formative- Albert IO Summative Assessment- Unit Test</p>

		<ul style="list-style-type: none"> <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 in behavioral research .</li> <li>• Identify how ethical issues inform and constrain research practices .</li> <li>• 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 .</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2-5.</b> Describe experimental research design taking into account operational definitions, independent/dependent variables, confounding variables, control/experimental groups, random assignment of participants, single/double blind procedures, demand characteristics, and applicable biases.</li> <li>• <b>2-6.</b> Apply basic statistical concepts to explain research findings using inferential statistics: Statistical significance (t-test and p-value)</li> <li>• <b>2-7.</b> Identify the APA ethical guidelines and identify how they inform and constrain research practices.</li> </ul>	
	<u>Social Psychology - 13 Days</u>  Content/Topic Outline:  1. Social Cognition - Attribution	<b>Social Psychology (8–10%)</b> This part of the course focuses on how individuals relate to one another in social situations . Social psychologists study social attitudes, social influence, and other social phenomena <ul style="list-style-type: none"> <li>• Apply attribution theory to explain motives (e.g. ,</li> </ul>	<b>Unit 14: Social Psychology</b> In this unit, AP Psychology students must be able to complete the following essential tasks <ul style="list-style-type: none"> <li>• <b>14-1.</b> Apply attribution theory to explain the behavior of others with specific attention to the fundamental attribution error, self-serving bias, just-world</li> </ul>	Formative- Vocabulary/Quizlet Formative- Quiz Formative- Albert IO Summative Assessment- Unit Test

	<p>2. Attitudes and Persuasion</p> <p>3. The impact of others on you</p> <p>4. Conformity</p> <p>5. Compliance</p> <p>6. Treatment of group members.</p>	<p>fundamental attribution error, self-serving bias) .</p> <ul style="list-style-type: none"> <li>• Describe the structure and function of different kinds of group behavior (e.g. , deindividuation, group polarization) .</li> <li>• Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority .</li> <li>• Discuss attitudes and how they change (e.g. , central route to persuasion) .</li> <li>• Predict the impact of the presence of others on individual behavior (e.g. , bystander effect, social facilitation)</li> <li>• Describe processes that contribute to differential treatment of group members (e.g. , in-group/out-group dynamics, ethnocentrism, prejudice) .</li> <li>• Articulate the impact of social and cultural categories (e.g. , gender, race, ethnicity) on self-concept and relations with others .</li> <li>• Anticipate the impact of behavior on a self-fulfilling prophecy .</li> <li>• Describe the variables that contribute to altruism, aggression, and attraction .</li> <li>• Discuss attitude formation and change, including persuasion strategies and cognitive dissonance .</li> </ul>	<p>hypothesis and differences between collectivistic and individualistic cultures</p> <ul style="list-style-type: none"> <li>• <b>14-2.</b> Discuss attitude formation and how attitudes change with specific attention to schema, primacy effect, cognitive dissonance and the central and peripheral routes to persuasion.</li> <li>• <b>14-3.</b> Predict the impact of others on individual behavior with specific attention to the deindividuation, self-fulfilling prophecy, the bystander effect and social facilitation.</li> <li>• <b>14-4.</b> Explain how individuals respond to expectations of conformity.</li> <li>• <b>14-5.</b> Explain how individuals respond to expectations of compliance.</li> <li>• <b>14-6.</b> Describe the structure and function of different kinds of group behavior with specific attention to group polarization and groupthink</li> <li>• <b>14-7.</b> Describe processes that contribute to differential treatment of group members with specific attention to attraction, altruism, aggression, in-group/out-group dynamics, ethnocentrism, prejudice.</li> </ul>	
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<b>Second Grading Period</b>	<p><u>Testing &amp; Diff - 9 Days</u></p> <p>Content/Topic Outline</p> <ol style="list-style-type: none"> <li>Theories of Intelligence               <ol style="list-style-type: none"> <li>Spearman, Thurstone and Cattell</li> <li>Sternberg, Gardner and Coleman</li> </ol> </li> <li>Making good tests               <ol style="list-style-type: none"> <li>Reliability</li> <li>Validity</li> </ol> </li> <li>Intelligence Tests               <ol style="list-style-type: none"> <li>Stanford-Binet</li> <li>WISC</li> <li>Performance and Culture Fair Tests</li> </ol> </li> <li>Mental Retardation and Giftedness</li> <li>Intelligence: Nature vs. Nurture</li> </ol>	<p><b>Testing and Individual Differences (5–7%)</b></p> <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: abstract versus verbal measures; speed of processing .</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</li> </ul>	<p><b>Unit 11: Intelligence, Testing, and Individual Differences</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks</p> <ul style="list-style-type: none"> <li><b>11-1.</b> Define intelligence, list characteristics psychologists include in their definition, and discuss how culture influences the definition of intelligence.</li> <li><b>11-2.</b> Compare and contrast historic and contemporary theories of intelligence with specific attention to general intelligence, triarchic theory, crystallized/fluid intelligence, multiple intelligences, emotional intelligence.</li> <li><b>11-3.</b> Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity and interpret the meaning of scores in terms of the normal curve.</li> <li><b>11-4.</b> Debate the appropriate testing practices, particularly in relation to the Stanford-Binet test, the WISC, the WAIS and culture-fair test uses.</li> <li><b>11-5.</b> Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled, savant). 5-6. Debate what determines intelligence.</li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>



		<ul style="list-style-type: none"> <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 (e.g. , biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social) .</li> <li>Identify major historical figures in psychology (e.g. , Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G . Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B . F . Skinner, Margaret Floy Washburn, John B . Watson, Wilhelm Wundt) .</li> </ul>	<p>In this unit, AP Psychology students must be able to complete the following essential tasks:</p> <ul style="list-style-type: none"> <li><b>1-1.</b> Describe, compare, and contrast how different approaches to psychology explain behavior: <ul style="list-style-type: none"> <li>- psychoanalytic/psychodynamic, Gestalt, humanism and behaviorism</li> <li>- cognitive, biological, evolutionary, and social as more contemporary approaches</li> </ul> </li> <li><b>1-2.</b> Distinguish the different careers in psychology (clinical, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, and psychometric)</li> <li><b>1-3.</b> Trace the growth of psychology with specific attention to structuralism and functionalism in the early years.</li> </ul>	
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	<p>Bio.Bases of Behavior - 15 Days</p> <p>Content/Topic Outline</p> <ol style="list-style-type: none"> <li>1. Neural structure and behavior</li> <li>2. Neurotransmitters</li> <li>3. The Central Nervous System <ol style="list-style-type: none"> <li>a. Brainstem</li> <li>b. Limbic System</li> <li>c. Cerebral Cortex</li> </ol> </li> <li>4. Left and Right Hemispheres</li> <li>5. The Peripheral Nervous System</li> <li>6. The Endocrine System</li> <li>7. Tools for Studying the Nervous System</li> <li>8. Genetics: Heredity and Environment</li> <li>9. Evolutionary Psychology</li> </ol>	<p><b>Biological Bases of Behavior (8–10%)</b></p> <p>An effective introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior</p> <p>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 .</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 effect of the endocrine system on behavior</li> <li>• Discuss the role of neuroplasticity in traumatic brain injury.</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> </ul>	<p><b>Unit 3: The Biological Bases of Behavior</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks:</p> <ul style="list-style-type: none"> <li>• <b>3-1.</b> Identify the basic parts of the neuron (dendrites, cell body, axon, terminal buttons, synaptic vesicles, and receptor sites)</li> <li>• <b>3-2.</b> Describe the electric process of neural firing (ions, resting potential, action potential, threshold of excitation, all-or-none law, subthreshold excitations, absolute refractory period, relative refractory period.)</li> <li>• <b>3-3.</b> Describe the chemical process of transmitting a signal between neurons with specific reference to the synapse (synaptic vesicles, synaptic cleft and receptor sites), neurotransmitters (excitatory and inhibitory), drugs (agonists and antagonists) and reuptake.</li> <li>• <b>3-4.</b> Describe the function and disorders related to key neurotransmitters (serotonin, dopamine, endorphins, acetylcholine, GABA, and norepinephrine.)</li> <li>• <b>3-5.</b> Describe the subdivisions and functions of the nervous system: <ol style="list-style-type: none"> <li>I. Central Nervous System <ol style="list-style-type: none"> <li>A. Brain <ol style="list-style-type: none"> <li>1. Brain Stem Medulla, Pons, Reticular Formation, Cerebellum, and the Thalamus</li> <li>2. Limbic System Hypothalamus, Amygdala, and the Hippocampus</li> </ol> </li> </ol> </li> </ol> </li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>

		<ul style="list-style-type: none"> <li>• Predict how traits and behavior can be selected for their adaptive value .</li> <li>• Identify key contributors (e.g. , Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke</li> </ul>	<ol style="list-style-type: none"> <li>3. Cerebral Cortex (Left and Right Hemispheres and the corpus callosum) Occipital Lobe, Parietal Lobe, Temporal Lobe, and the Frontal Lobe Primary Motor Cortex and Primary Sensory Cortex Wernicke's Area and Broca's Area</li> <li>4. Spinal Cord</li> </ol> <p>II. Peripheral Nervous System</p> <ol style="list-style-type: none"> <li>A. Somatic Nervous System</li> <li>B. Autonomic Nervous System <ol style="list-style-type: none"> <li>1. Sympathetic Nervous System (Fight or Flight)</li> <li>2. Parasympathetic Nervous System (Rest and Digest)</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• <b>3-6.</b> Detail historic and contemporary research strategies and technologies that support research (case studies like Phineas Gage, split-brain research, sleep research (EEGs), structural imaging (CAT Scans and MRIs), and functional imaging (PET scans and fMRIs).</li> <li>• <b>3-7.</b> Identify key glands of the endocrine system and describe their effects on behavior</li> <li>• <b>3-8.</b> Explain how heredity and environment work together to shape behavior with specific attention to</li> </ul>	
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			<p>heredity and gene-environment interaction.</p> <ul style="list-style-type: none"> <li>● <b>3-9.</b> Explain key behaviors that evolutionary psychologists believe exist because of their adaptive value.</li> </ul>	
<b>Third Grading Period</b>	<p><u>Sensation and Perception - 11 Days</u></p> <ol style="list-style-type: none"> <li>1. Sensation and Perception <ol style="list-style-type: none"> <li>a. Bottom-Up Processing vs. Top-Down Processing</li> <li>b. The nature of Sensation</li> </ol> </li> <li>2. Vision</li> <li>3. Hearing and The Other Senses</li> <li>4. Perception: Gestalt Principles, Visual Illusions, Depth and Motion Perception</li> </ol>	<p><b>Sensation and Perception (6–8%)</b></p> <p>Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world . Perception involves the interpretation of the sensory inputs as a cognitive process . 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</li> </ul>	<p><b>Unit 4: Sensation and Perception</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks:</p> <ul style="list-style-type: none"> <li>● <b>4-1.</b> Discuss basic principles of sensation/bottom up processing with specific attention to sensory transduction, absolute threshold, difference threshold (Weber's Law), signal detection, and sensory adaptation.</li> <li>● <b>4-2.</b> Describe the sensory process of vision including the specific nature of energy transduction (rods and cones and the trichromatic theory of color vision), relevant anatomical structures (cornea, pupil, iris, lens, retina, optic nerve, blind spot and fovea) and specialized pathways in the brain (opponent process theory of color vision and the occipital lobe).</li> <li>● <b>4-3.</b> Describe the other sensory processes (e.g., hearing, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction (Frequency Theory, Place Theory, Volley Principle, Gate Control Theory) relevant anatomical structures, and specialized pathways in the brain for each of the senses.</li> <li>● <b>4-4.</b> Explain common sensory disorders (e.g., visual and hearing impairments).</li> <li>● <b>4-5.</b> Describe general principles of perception/ top down processing (organizing and integrating sensation) that promote stable awareness of the external world with specific attention to the Gestalt principles of figure/ground, closure, proximity, connectedness, similarity and</li> </ul>	<p>Formative- Vocabulary/Quizlet Formative- Quiz Formative- Albert IO Summative Assessment- Unit Test</p>

		<p>perceptual processes (e.g. , perceptual set, context effects)</p> <ul style="list-style-type: none"> <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>the mono and binocular cues for depth perception).</p> <ul style="list-style-type: none"> <li>● <b>4-6.</b> Discuss how experience, context and culture can influence perceptual processes with specific attention to perceptual set, illusions, change blindness, and selective attention.</li> </ul>	
	<p><u>Behavior - 11 Days</u></p> <p>Content/Topic Outline</p> <ol style="list-style-type: none"> <li>1. Classical Conditioning</li> <li>2. Operant Conditioning</li> <li>3. Reinforcement and Punishment</li> <li>4. Schedules of Reinforcement</li> <li>5. Social Cognitive Learning</li> <li>6. Behavior Modification</li> </ol>	<p><b>Learning (7–9%)</b></p> <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> </ul>	<p><b>Unit 6: Learning</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks</p> <ul style="list-style-type: none"> <li>● <b>6-1.</b> Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</li> <li>● <b>6-2.</b> Describe basic classical conditioning phenomena with specific attention to unconditioned stimulus, unconditioned response, neutral stimulus, pairing, acquisition, conditioned stimulus, conditioned response, extinction, spontaneous recovery, generalization, discrimination, contingency, and higher-order learning.</li> <li>● <b>6-3.</b> Predict the effects of operant conditioning with specific attention to (primary, secondary, immediate, or delayed) positive/negative reinforcement and punishment.</li> <li>● <b>6-4.</b> Predict how practice, shaping through successive approximations, schedules of reinforcement (continuous, fixed ratio, variable ration, fixed interval, variable interval), motivation (intrinsic and</li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>

		<ul style="list-style-type: none"> <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 behavioral problems .</li> <li>• Identify key contributors in the psychology of learning (e.g. , Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B . F . Skinner, Edward Thorndike, Edward Tolman, John B . Watson) .</li> </ul>	<p>extrinsic), contingency, and time influence the quality of learning.</p> <ul style="list-style-type: none"> <li>• <b>6-5.</b> Apply learning principles to explain phobias, taste aversion, superstitious behavior, learned helplessness, and biofeedback.</li> <li>• <b>6-6.</b> Describe the essential characteristics of insight learning, latent learning, and observational learning (vicarious learning, live model, and virtual model)</li> </ul>	
	<p><u>Personality - 6 Days</u></p> <p>Content/Topic Outline:</p> <ol style="list-style-type: none"> <li>1. Psychodynamic Theories</li> <li>2. Humanistic Theories</li> <li>3. Cognitive-Social Theories</li> <li>4. Trait Theories – The Big Five</li> </ol>	<p><b>Personality (5–7%)</b></p> <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 (e.g ., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral) .</li> <li>• Describe and compare research methods (e.g. , case studies and surveys) that</li> </ul>	<p><b>Unit 10: Personality</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks:</p> <ul style="list-style-type: none"> <li>• <b>10-1.</b> Describe Freud’s Triarchic Theory of personality (id, ego and superego) with specific attention to the role of the unconscious, wish-fulfillment, ego ideal, and defense mechanisms and identify how personality develops through the psychosexual stages (oral, anal, phallic, latency and genital).</li> <li>• <b>10-2.</b> Compare and contrast Freud’s psychodynamic theories to the theories of</li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>

	5. Projective and Objective Tests of Personality	<p>psychologists use to investigate personality.</p> <ul style="list-style-type: none"> <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>the other NeoFreudians (Jung and the collective unconscious, Adler and the inferiority complex, Horney and anxiety).</p> <ul style="list-style-type: none"> <li><b>10-3.</b> Compare and contrast the Humanistic personalities theories to those of the psychoanalytic theorists with specific attention to Roger's self-actualizing tendency and unconditional positive regard and Maslow's self-actualization.</li> <li><b>10-4.</b> Compare and contrast the psychoanalytic, humanistic and Cognitive-Social Learning Theory with specific attention to Bandura's expectancies, performance standards, self-efficacy, locus of control, and learned helplessness.</li> <li><b>10-5.</b> Describe the trait theory of personality with specific attention to the Big Five traits of openness, conscientiousness, extroversion, agreeableness, and neuroticism.</li> <li><b>10-6.</b> Identify frequently used assessment strategies such as objective tests like the Minnesota Multiphasic Personality Inventory [MMPI] and the Myers Briggs Type Indicator [MBTI] and projective tests like the Thematic Apperception Test [TAT]), and the Rorschach test and then evaluate their relative quality based on reliability and validity.</li> </ul>	
<b>Fourth Grading Period</b>	<u>Developmental Psychology</u> <ol style="list-style-type: none"> <li>Methodology in Developmental Psychology</li> <li>Prenatal and Infant Development</li> <li>Cognitive Development</li> </ol>	<p><b>Developmental Psychology(7–9%)</b> 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</li> </ul>	<p><b>Unit 9: Developmental Psychology</b> In this unit, AP Psychology students must be able to complete the following essential tasks</p> <ul style="list-style-type: none"> <li>9-1. Detail how psychologists study development including longitudinal studies, cross-sectional studies, and autobiographical studies.</li> <li>9-2. Explain the process of conception, gestation (zygote, embryo, and fetus), factors that influence fetal development</li> </ul>	<p>Formative- Vocabulary/Quizlet Formative- Quiz Formative- Albert IO Summative Assessment- Unit Test</p>

	<p>a. Piaget b. Vygotsky</p> <p>4. Social Development: Erikson 5. Moral Development: Kohlberg 6. Sex-Role Development 7. Topics in Adolescent Development 8. Topics in Adulthood 9. Topics in Late-Adulthood</p>	<p>influence successful fetal development (e .nutrition, illness, substance abuse) .</p> <ul style="list-style-type: none"> <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>• Explain how parenting styles influence development .</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 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)</li> </ul>	<p>(teratogens and Fetal Alcohol Syndrome and nutrition), and the maturation of motor skills.</p> <ul style="list-style-type: none"> <li>• 9-3. Explain the maturation of cognitive abilities according to Piaget with specific attention to object permanence in the sensorimotor stage, magical thinking, theory of mind, and the lack of conservation and reversible thinking in the preoperational stage, overcoming the limitations of the preoperational stage in the concrete operational stage, and the development of abstract reasoning in the formal operational stage.</li> <li>• 9-4. Explain the maturation of cognitive abilities according to Vygotsky with specific attention to zones of proximal development and compare this viewpoint to Piaget.</li> <li>• 9-5. Explain Erikson's social development paying specific attention to the crisis in each stage and the virtue gained from each stage.</li> <li>• 9-6. Describe the influence of temperament, attachment, and parenting styles (permissive indulgence, permissive indifferent, authoritarian, authoritative).</li> <li>• 9-7. Compare and contrast Kohlberg and Gilligan’s models of moral development.</li> <li>• 9-8. Discuss maturational challenges in adolescence and the formation of identity (foreclosure, diffusion and moratorium).</li> <li>• 9-9. Predict the physical and cognitive changes that emerge as people age.</li> <li>• 9-10. Describe how sex and gender influence socialization and other aspects of development.</li> </ul>	
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	<p><u>Abnormal Psychology: Behavior and Treatment- 16 Days</u></p> <p>Content/Topic Outline:</p> <ol style="list-style-type: none"> <li>1. Definition and Perspectives on Psychological Disorders</li> <li>2. Mood Disorders</li> <li>3. Anxiety Disorders</li> <li>4. Somatoform Disorders</li> <li>5. Childhood Disorders</li> <li>6. Dissociative Disorders</li> <li>7. Schizophrenic Disorders</li> <li>8. Personality Disorders</li> <li>9. Insight Therapies</li> <li>10. Behavior Therapies</li> <li>11. Cognitive Therapies</li> <li>12. Group Therapies</li> <li>13. Biological Treatments</li> </ol>	<p><b>Abnormal Behavior(7–9%)</b></p> <ul style="list-style-type: none"> <li>• AP students in psychology should be able to do the following:</li> <li>• Describe contemporary and historical conceptions of what constitutes psychological disorders .</li> <li>• 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 .</li> <li>• Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms .</li> <li>• Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural .</li> <li>• Identify the positive and negative consequences of diagnostic labels (e.g. , the Rosenhan study) .</li> <li>• Discuss the intersection between psychology and the legal system (e.g. ,</li> </ul>	<p><b>Unit 12: Abnormal Psychology and the Treatment of Psychological Disorders</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks</p> <ul style="list-style-type: none"> <li>• 12-1. Describe contemporary and historical conceptions of what constitutes psychological disorders, recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the primary reference for making diagnostic judgments with specific attention to five axis, and identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).</li> <li>• 12-2. Discuss the major diagnostic category of mood disorders with specific attention to the diagnoses of major depressive disorder, Persistent Depressive Disorder, Bipolar I and Bipolar II, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-3. Discuss the major diagnostic category of anxiety disorders with specific attention to the diagnoses of panic disorder, agoraphobia, social anxiety disorder, specific phobias, GAD and PTSD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-4. Discuss the major diagnostic category of obsessive-compulsive disorders with specific attention to the diagnoses of OCD and BDD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.</li> <li>• 12-5. Discuss the major diagnostic category of somatic disorders with specific attention to the diagnoses of somatic</li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>



		<p>confidentiality, insanity defense)</p> <ul style="list-style-type: none"> <li>• Treatment of Abnormal Behavior (5–7%)</li> </ul> <p>AP students in psychology should be able to do the following:</p> <ul style="list-style-type: none"> <li>• Describe the central characteristics of psychotherapeutic intervention .</li> <li>• Describe major treatment orientations used in therapy (e.g. , behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning .</li> <li>• Compare and contrast different treatment formats (e.g. , individual, group) .</li> <li>• Summarize effectiveness of specific treatments used to address specific problems .</li> <li>• Discuss how cultural and ethnic context influence choice and success of treatment (e.g. , factors that lead to premature termination of treatment) .</li> <li>• Describe prevention strategies that build resilience and promote competence .</li> <li>• Identify major figures in psychological treatment (e.g. , Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B . F . Skinner, Joseph Wolpe) .</li> </ul>	<p>symptom disorder, conversion disorder, and illness anxiety disorder, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</p> <ul style="list-style-type: none"> <li>• 12-6. Discuss the major diagnostic category of dissociative disorders with specific attention to the diagnoses of DID, Dissociative Amnesia (Fugue) and, Depersonalization, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-7. Discuss the major diagnostic category of childhood disorders with specific attention to the diagnoses of Autism Spectrum Disorder, ADHD, and ODD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-8. Discuss the major diagnostic category of schizophrenia detail the defining positive and negative symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-9. Discuss the major diagnostic category of personality disorders with specific attention to the diagnosis of Paranoid, Schizoid, Schizotypal, Antisocial, Borderline, Histrionic, Narcissistic, Avoidant, Dependent, and Obsessive-Compulsive Personality Disorders detail the defining symptoms of each and identify the best approach(es) for explaining the cause(s) of each.</li> <li>• 12-10. Describe the treatment techniques used in insight therapy (psychoanalysis, client-centered, and gestalt) and summarize the effectiveness of specific treatments for specific disorders.</li> <li>• 12-11. Describe the treatment techniques used in behavior therapy (systematic</li> </ul>	
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			<p>desensitization, flooding, aversion therapy, and behavior contracting ) and summarize the effectiveness of specific treatments for specific disorders.</p> <ul style="list-style-type: none"> <li>12-12. Describe the treatment techniques used in cognitive therapy (stress inoculation, Becki's Cognitive Therapy, and Rational Emotive Therapy) and summarize the effectiveness of specific treatments for specific disorders.</li> <li>12-13. Describe the treatment techniques used in biological therapy and summarize the effectiveness of specific drugs for specific disorders.</li> </ul>	
	<p><u>Emotion, Motivation and Stress - 10 Days</u></p> <ol style="list-style-type: none"> <li>Perspectives on Motivation <ol style="list-style-type: none"> <li>Instincts</li> <li>Drive-Reduction Theory</li> <li>Arousal Theory</li> <li>Yerkes-Dodson Law</li> <li>Maslow's Hierarchy of Needs</li> </ol> </li> <li>Contact, Aggression, Achievement, Affiliation</li> <li>Hunger and Thirst</li> <li>Theories of Emotion</li> <li>Expressed Emotions</li> <li>Sources of Stress</li> <li>Coping with Stress</li> <li>Stress, Health, and Reducing stress</li> </ol>	<p><b>Motivation and Emotion(6–8%)</b></p> <ul style="list-style-type: none"> <li>AP students in psychology should be able to do the following:</li> <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> </ul>	<p><b>Unit 8: Motivation, Emotion, and Stress</b></p> <p>In this unit, AP Psychology students must be able to complete the following essential tasks</p> <ul style="list-style-type: none"> <li>8-1. Identify and apply basic motivational concepts to understand behavior with specific attention to instincts for animals, biological factors like drives and homeostasis, and operant conditioning factors like incentives, and intrinsic versus extrinsic motivators.</li> <li>8-2. Compare and contrast the motivational theories of drive reduction theory, arousal theory, and Maslow's hierarchy of needs detailing the strengths and weaknesses of each.</li> <li>8-3. Describe classic research findings in specific motivation systems (e.g., eating, sex, social).</li> <li>8-4. Compare and contrast the major theories of emotion James–Lange Theory, Cognitive Appraisal Theory, Schachter two-factor theory, Cannon–Bard Theory and Opponent Process Theory.</li> <li>8-5. Describe how emotions are expressed and how cultural influences shape emotional expression</li> </ul>	<p>Formative- Vocabulary/Quizlet</p> <p>Formative- Quiz</p> <p>Formative- Albert IO</p> <p>Summative Assessment- Unit Test</p>

		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• 8-6. Discuss sources of stress (conflicts, frustration, etc.), measures of stress, and theories of stress (general adaptation theory)</li> <li>• 8-7. Identify the effects of stress on psychological/physical well-being and how to cope with stress.</li> </ul>	
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