SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

AP Psychology

Curriculum Manual

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on April 12, 2021

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on April 12, 2021 at 7:14 PM.

The following members of the Board of Education were present:

Present: Mr. Anthony Delia, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull, Mrs. Laura Gamarekian

The following resolution was offered by Mrs. Saha, seconded by Mr. Silverstein and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- Spanish I - High School
- Spanish II - High School
- Spanish III - High School
- Spanish IV - High School
- AP Spanish V - High School
- AP Spanish VI - High School
- AP Italian V - High School
- AP Psychology - High School.

ROLL CALL:

Yeas: Unanimous by all Members present. MOTION CARRIED

STATE OF NEW JERSEY)
)
COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on April 12, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 13th day of April 2021.

SEAL

Matthew A. Clarke
Business Administrator/Board Secretary

CollegeBoard AP®

INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP® Psychology

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP® CollegeBoard

AP® Psychology

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY
Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit **collegeboard.org**.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

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Visit College Board on the web: **collegeboard.org**.

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Acknowledgments

College Board would like to acknowledge the following committee members, consultants, and reviewers for their assistance with and commitment to the development of this course. All individuals and their affiliations were current at the time of contribution.

Doug Bernstein, *University of South Florida, Tampa, FL*

Jason DeLucco, *St. Mary's Ryken High School, Leonardtown, MD*

Hollie Drake, *Overland High School, Aurora, CO*

Nancy Fenton, *Adlai E. Stevenson High School, Lincolnshire, IL*

Adam Goodie, *University of Georgia, Athens, GA*

Michael Hamilton, *Hopkinton High School, Hopkinton, MA*

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SPECIAL THANKS *Christopher Budano and John R. Williamson*

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit **collegeboard.org/apcourseaudit** for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **apcentral.collegeboard.org**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points a student must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at **apstudent.org/creditpolicies**.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check **collegeboard.org/apreading** for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit **collegeboard.org/apreading** for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.

PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

*To report misuses, please call, 877-274-6474 (International: +1-212-632-1781).

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Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP Coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP Coordinators to complete, overall, it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

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Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.

Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.

Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources on the topic pages to bring a variety of assets into the classroom.

Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

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About the AP Psychology Course

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

College Course Equivalent

The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.

Prerequisites

There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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AP PSYCHOLOGY

Course Framework

Introduction

The AP Psychology framework was adapted from the 2014 AP Psychology Course and Exam Description. *The framework is organized into units to support teaching and learning. The focus of the framework is to provide the student with a learning experience that supports mastery of introductory psychology content.*

The inclusion of material in the framework is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by experienced high school, college, and university instructors of psychology who have served as members of the AP Psychology Development Committee. In their judgment, the material presented in the framework reflects the content of a typical introductory college course in psychology.

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Course Framework Components

Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students should know, be able to do, and understand to qualify for college credit or placement.

The course framework includes two essential components:

1 COURSE SKILLS

The course skills are central to the study and practice of psychology. Students should develop and apply the described skills on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and skills that colleges and universities typically expect students to master to qualify for college credit and/or placement.

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AP PSYCHOLOGY

Course Skills

The AP Psychology skills describe what a student should be able to do while exploring course concepts. The table that follows presents the skills that students should develop during the AP Psychology course. These skills form the basis of tasks on the AP Exam.

The unit guides later in this publication provide teachers with one way to integrate the skills in the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam. Course content may be paired with a variety of skills on the AP Exam.

More detailed information about teaching the course skills can be found in the Instructional Approaches section of this publication.

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AP Psychology Skills

Skill Category 1	Skill Category 2	Skill Category 3
Concept Understanding 1 Define, explain, and apply concepts, behavior, theories, and perspectives.	*Data Analysis* 2 Analyze and interpret quantitative data.	*Scientific Investigation* 3 Analyze psychological research studies.

SKILLS

1.A Define and/or apply concepts.

1.B Explain behavior in authentic context.

1.C Apply theories and perspectives in authentic contexts.

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2

AP PSYCHOLOGY

Course Content

The course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand, with a focus on ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced coursework in the field of psychology at the undergraduate level.

UNITS

The nine units in AP Psychology and their weighting on the multiple-choice section of the AP Exam are listed on the following page.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 32) contain the required content for each topic.

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Units	Exam Weighting
Unit 1: Scientific Foundations of Psychology	**10–14%**
Unit 2: Biological Bases of Behavior	**8–10%**
Unit 3: Sensation and Perception	**6–8%**
Unit 4: Learning	**7–9%**
Unit 5: Cognitive Psychology	**13–17%**
Unit 6: Developmental Psychology	**7–9%**
Unit 7: Motivation, Emotion, and Personality	**11–15%**
Unit 8: Clinical Psychology	**12–16%**
Unit 9: Social Psychology	**8–10%**

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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP Psychology curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Course skills across units.

Teach

SKILL CATEGORIES

1 Concept Understanding
2 Data Analysis
3 Scientific Investigation

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT 1 Scientific Foundations of Psychology

~13–14 Class Periods | **10–14%** AP Exam Weighting

1	1.1 Introducing Psychology
3	1.2 Research Methods in Psychology
3	1.3 Defining Psychological Science: The Experimental Method
3	1.4 Selecting a Research Method
2	1.5 Statistical Analysis in Psychology
1	1.6 Ethical Guidelines in Psychology

UNIT 2 Biological Bases of Behavior

~11–12 Class Periods | **8–10%** AP Exam Weighting

1	2.1 Interaction of Heredity and Environment
1	2.2 The Endocrine System
1	2.3 Overview of the Nervous System and the Neuron
1	2.4 Neural Firing
1	2.5 Influence of Drugs on Neural Firing
1	2.6 The Brain
2	2.7 Tools for Examining Brain Structure and Function
1	2.8 The Adaptable Brain
1	2.9 Sleep and Dreaming

Personal Progress Check 1

Multiple-choice: ~15 questions
Free-response: 2 questions
- Research Design (partial)
- Research Design (partial)

Personal Progress Check 2

Multiple-choice: ~25 questions
Free-response: 2 questions
- Concept Application (partial)
- Concept Application (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

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UNIT 3 Sensation and Perception

~11–12 Class Periods | **6–8%** AP Exam Weighting

1	3.1	Principles of Sensation
1	3.2	Principles of Perception
1	3.3	Visual Anatomy
1	3.4	Visual Perception
1	3.5	Auditory Sensation and Perception
3	3.6	Chemical Senses
1	3.7	Body Senses

Personal Progress Check 3

Multiple-choice: ~20 questions
Free-response: 1 question
- Concept Application

UNIT 4 Learning

~9–10 Class Periods | **7–9%** AP Exam Weighting

1	4.1	Introduction to Learning
1	4.2	Classical Conditioning
1	4.3	Operant Conditioning
1	4.4	Social and Cognitive Factors in Learning

Personal Progress Check 4

Multiple-choice: ~10 questions
Free-response: 1 question
- Research Design

UNIT 5 Cognitive Psychology

~17–18 Class Periods | **13–17%** AP Exam Weighting

1	5.1	Introduction to Memory
1	5.2	Encoding
1	5.3	Storing
1	5.4	Retrieving
1	5.5	Forgetting and Memory Distortion
1	5.6	Biological Bases of Memory
1	5.7	Introduction to Thinking and Problem Solving
1	5.8	Biases and Errors in Thinking
1	5.9	Introduction to Intelligence
3	5.10	Psychometric Principles and Intelligence Testing
1	5.11	Components of Language and Language Acquisition

Personal Progress Check 5

Multiple-choice: ~30 questions
Free-response: 1 question
- Concept Application

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UNIT 6 Developmental Psychology

~9–10 Class Periods | 7–9% AP Exam Weighting

3	6.1 The Lifespan and Physical Development in Childhood
1	6.2 Social Development in Childhood
1	6.3 Cognitive Development in Childhood
1	6.4 Adolescent Development
1	6.5 Adulthood and Aging
3	6.6 Moral Development
1	6.7 Gender and Sexual Orientation

Personal Progress Check 6

Multiple-choice: ~20 questions
Free-response: 1 question
- Research Design

UNIT 7 Motivation, Emotion, and Personality

~16–17 Class Periods | 11–15% AP Exam Weighting

3	7.1 Theories of Motivation
1	7.2 Specific Topics in Motivation
1	7.3 Theories of Emotion
1	7.4 Stress and Coping
3	7.5 Introduction to Personality
1	7.6 Psychoanalytic Theories of Personality
1	7.7 Behaviorism and Social Cognitive Theories of Personality
1	7.8 Humanistic Theories of Personality
1	7.9 Trait Theories of Personality
1	7.10 Measuring Personality

Personal Progress Check 7

Multiple-choice: ~30 questions
Free-response: 1 question
- Research Design

UNIT 8 Clinical Psychology

~17–18 Class Periods | 12–16% AP Exam Weighting

1	8.1 Introduction to Psychological Disorders
1	8.2 Psychological Perspectives and Etiology of Disorders
1	8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders
1	8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
1	8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
1	8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders
1	8.7 Introduction to Treatment of Psychological Disorders
1	8.8 Psychological Perspectives and Treatment of Disorders
3	8.9 Treatment of Disorders from the Biological Perspective
3	8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

Personal Progress Check 8

Multiple-choice: ~30 questions
Free-response: 1 question
- Research Design

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UNIT 9 Social Psychology

~10–11 Class Periods | 8–10% AP Exam Weighting

1	9.1	Attribution Theory and Person Perception
3	9.2	Attitude Formation and Attitude Change
3	9.3	Conformity, Compliance, and Obedience
1	9.4	Group Influences on Behavior and Mental Processes
1	9.5	Bias, Prejudice, and Discrimination
1	9.6	Altruism and Aggression
1	9.7	Interpersonal Attraction

Personal Progress Check 9

Multiple-choice: ~20 questions
Free-response: 1 question
- Concept Application

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AP PSYCHOLOGY

Unit Guides

Introduction

Designed with extensive input from the community of AP Psychology educators, the unit guides offer teachers helpful guidance in building students' skills and knowledge. The suggested sequence was identified through a thorough analysis of the syllabi of highly effective AP teachers and the organization of typical college textbooks.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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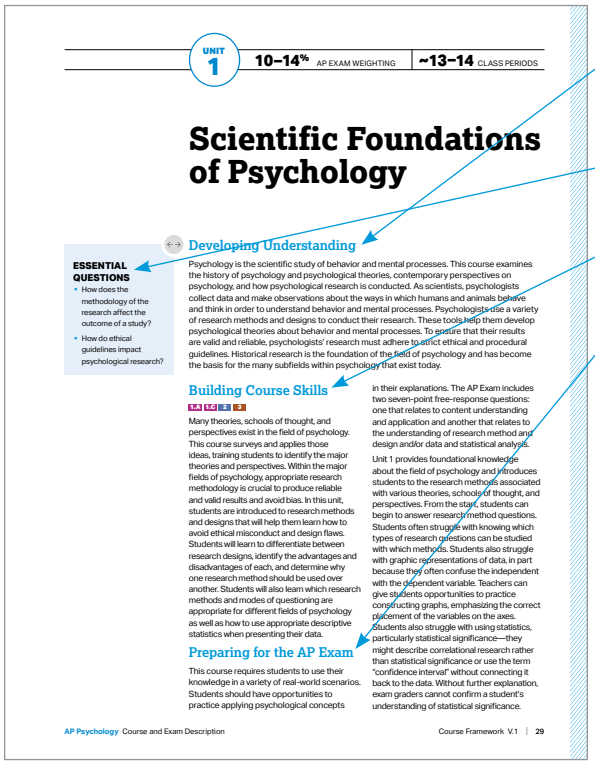
Using the Unit Guides



UNIT 1 | 10–14% AP EXAM WEIGHTING | ~13–14 CLASS PERIODS

Scientific Foundations of Psychology

ESSENTIAL QUESTIONS

- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?

Developing Understanding

Psychology is the scientific study of behavior and mental processes. This course examines the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted. As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes. Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes. To ensure that their results are valid and reliable, psychologists' research must adhere to strict ethical and procedural guidelines. Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today.

Building Course Skills

1.A 1.C 2 3

Many theories, schools of thought, and perspectives exist in the field of psychology. This course surveys and applies those ideas, training students to identify the major theories and perspectives. Within the major fields of psychology, appropriate research methodology is crucial to produce reliable and valid results and avoid bias. In this unit, students are introduced to research methods and designs that will help them learn how to avoid ethical misconduct and design flaws. Students will learn to differentiate between research designs, identify the advantages and disadvantages of each, and determine why one research method should be used over another. Students will also learn which research methods and modes of questioning are appropriate for different fields of psychology as well as how to use appropriate descriptive statistics when presenting their data.

Preparing for the AP Exam

This course requires students to use their knowledge in a variety of real-world scenarios. Students should have opportunities to practice applying psychological concepts in their explanations. The AP Exam includes two seven-point free-response questions: one that relates to content understanding and application and another that relates to the understanding of research method and design and/or data and statistical analysis.

Unit 1 provides foundational knowledge about the field of psychology and introduces students to the research methods associated with various theories, schools of thought, and perspectives. From the start, students can begin to answer research method questions. Students often struggle with knowing which types of research questions can be studied with which methods. Students also struggle with graphic representations of data, in part because they often confuse the independent with the dependent variable. Teachers can give students opportunities to practice constructing graphs, emphasizing the correct placement of the variables on the axes. Students also struggle with using statistics, particularly statistical significance—they might describe correlational research rather than statistical significance or use the term "confidence interval" without connecting it back to the data. Without further explanation, exam graders cannot confirm a student's understanding of statistical significance.

AP Psychology Course and Exam Description | Course Framework V.1 | 29

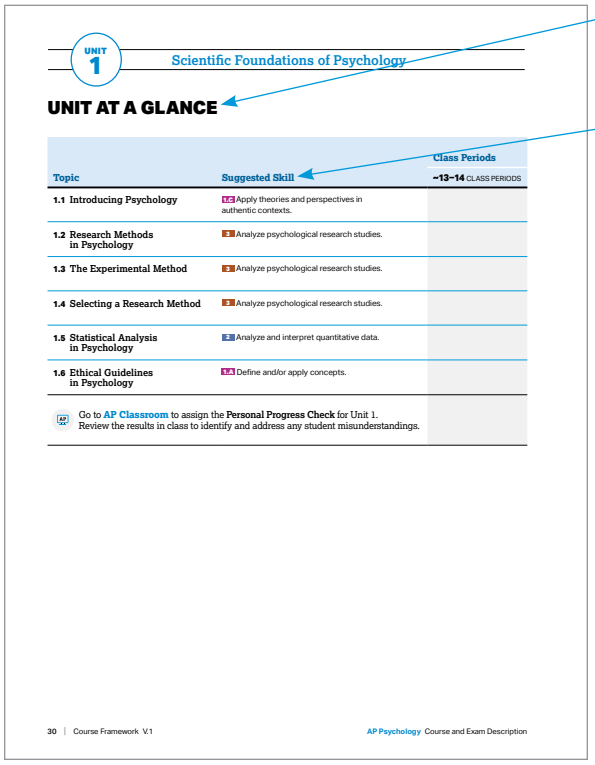
UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **essential questions** are thought-provoking questions that motivate students and inspire inquiry.

Building Course Skills describes specific aspects of the skills that are appropriate to focus on in that unit.

Preparing for the AP Exam provides helpful tips and common student misunderstandings identified from prior exam data.



UNIT 1 Scientific Foundations of Psychology

UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~13–14 CLASS PERIODS
1.1 Introducing Psychology	1.C Apply theories and perspectives in authentic contexts.	
1.2 Research Methods in Psychology	3 Analyze psychological research studies.	
1.3 The Experimental Method	3 Analyze psychological research studies.	
1.4 Selecting a Research Method	3 Analyze psychological research studies.	
1.5 Statistical Analysis in Psychology	2 Analyze and interpret quantitative data.	
1.6 Ethical Guidelines in Psychology	1.A Define and/or apply concepts.	

Go to AP Classroom to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

30 | Course Framework V.1 | AP Psychology Course and Exam Description

The **Unit at a Glance table** shows the topics and suggested skills. The class periods column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way to link the content in that topic to a specific AP Psychology skill. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions can pair the content with any of the skills.

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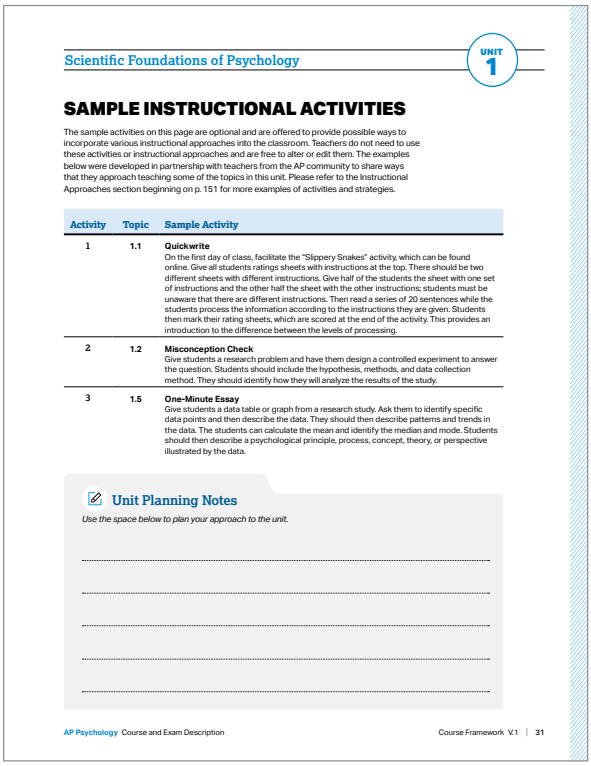
Using the Unit Guides



Scientific Foundations of Psychology

UNIT 1

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

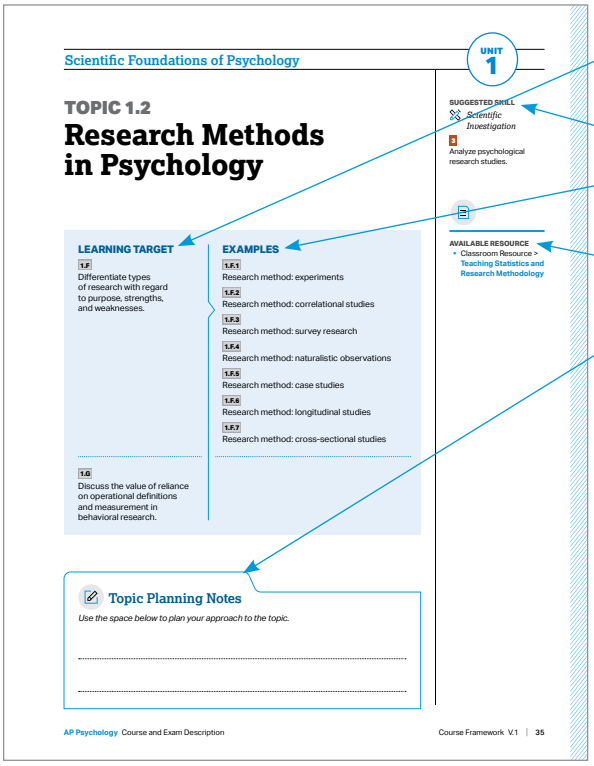
Activity	Topic	Sample Activity
1	1.1	**Quickwrite** On the first day of class, facilitate the "Slippery Snakes" activity, which can be found online. Give all students ratings sheets with instructions at the top. There should be two different sheets with different instructions. Give half of the students the sheet with one set of instructions and the other half the sheet with the other instructions; students must be unaware that there are different instructions. Then read a series of 20 sentences while the students process the information according to the instructions they are given. Students then mark their rating sheets, which are scored at the end of the activity. This provides an introduction to the difference between the levels of processing.
2	1.2	**Misconception Check** Give students a research problem and have them design a controlled experiment to answer the question. Students should include the hypothesis, methods, and data collection method. They should identify how they will analyze the results of the study.
3	1.5	**One-Minute Essay** Give students a data table or graph from a research study. Ask them to identify specific data points and then describe the data. They should then describe patterns and trends in the data. The students can calculate the mean and identify the median and mode. Students should then describe a psychological principle, process, concept, theory, or perspective illustrated by the data.

Unit Planning Notes

Use the space below to plan your approach to the unit.

AP Psychology Course and Exam Description — Course Framework V.1 | 31

The **Sample Instructional Activities** includes optional activities that can help tie together the content and skill of a particular topic. The **unit planning notes** offers space for teachers to take notes on the unit.



Scientific Foundations of Psychology

UNIT 1

TOPIC 1.2

Research Methods in Psychology

SUGGESTED SKILL

Scientific Investigation

5

Analyze psychological research studies.

AVAILABLE RESOURCE

- Classroom Resource > Teaching Statistics and Research Methodology

LEARNING TARGET	EXAMPLES
1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.	1.F.1 Research method: experiments 1.F.2 Research method: correlational studies 1.F.3 Research method: survey research 1.F.4 Research method: naturalistic observations 1.F.5 Research method: case studies 1.F.6 Research method: longitudinal studies 1.F.7 Research method: cross-sectional studies
1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.	

Topic Planning Notes

Use the space below to plan your approach to the topic.

AP Psychology Course and Exam Description — Course Framework V.1 | 35

TOPIC PAGES

Learning targets define what a student needs to be able to do with content knowledge in order to progress toward understanding.

The **suggested skill** offers a possible skill to pair with the topic.

Examples include the required content related to each learning target.

Where possible, **available resources** are listed that might help address a particular topic in the classroom.

The **topic planning notes** offers space for teachers to take notes on the individual topic.

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AP PSYCHOLOGY

UNIT 1

Scientific Foundations of Psychology

10–14%
AP EXAM WEIGHTING

~13–14
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions
Free-response: 2 questions

- Research Design (partial)
- Research Design (partial)

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UNIT 1

10–14% AP EXAM WEIGHTING | **~13–14** CLASS PERIODS

Scientific Foundations of Psychology

ESSENTIAL QUESTIONS

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~13–14 CLASS PERIODS
1.1 Introducing Psychology	1.C Apply theories and perspectives in authentic contexts.	
1.2 Research Methods in Psychology	3 Analyze psychological research studies.	
1.3 Defining Psychological Science: The Experimental Method	3 Analyze psychological research studies.	
1.4 Selecting a Research Method	3 Analyze psychological research studies.	
1.5 Statistical Analysis in Psychology	2 Analyze and interpret quantitative data.	
1.6 Ethical Guidelines in Psychology	1.A Define and/or apply concepts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

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Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.C
Apply theories and perspectives in authentic contexts.

TOPIC 1.1
Introducing Psychology

LEARNING TARGET	EXAMPLES
1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	
1.B Identify the research contributions of major historical figures in psychology.	**1.B.1** Mary Whiton Calkins, major historical figure in psychology **1.B.2** Charles Darwin, major historical figure in psychology **1.B.3** Dorothea Dix, major historical figure in psychology **1.B.4** Sigmund Freud, major historical figure in psychology **1.B.5** G. Stanley Hall, major historical figure in psychology **1.B.6** William James, major historical figure in psychology **1.B.7** Ivan Pavlov, major historical figure in psychology **1.B.8** Jean Piaget, major historical figure in psychology **1.B.9** Carl Rogers, major historical figure in psychology **1.B.10** B. F. Skinner, major historical figure in psychology

continued on next page

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LEARNING TARGET	EXAMPLES
1.B Identify the research contributions of major historical figures in psychology.	1.B.11 Margaret Floy Washburn, major historical figure in psychology 1.B.12 John B. Watson, major historical figure in psychology 1.B.13 Wilhelm Wundt, major historical figure in psychology
1.C Describe and compare different theoretical approaches in explaining behavior.	1.C.1 Structuralism 1.C.2 Functionalism 1.C.3 Early Behaviorism 1.C.4 Gestalt 1.C.5 Psychoanalytic/psychodynamic 1.C.6 Humanistic 1.C.7 Evolutionary approach 1.C.8 Biological approach 1.C.9 Cognitive approach 1.C.10 Biopsychosocial approaches 1.C.11 Sociocultural
1.D Recognize the strengths and limitations of applying theories to explain behavior.	

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LEARNING TARGET	EXAMPLES
1.E Distinguish the different domains of psychology.	**1.E.1** Biological domain **1.E.2** Clinical domain **1.E.3** Cognitive domain **1.E.4** Counseling domain **1.E.5** Developmental domain **1.E.6** Educational domain **1.E.7** Experimental domain **1.E.8** Industrial–organizational domain **1.E.9** Personality domain **1.E.10** Psychometric domain **1.E.11** Social domain **1.E.12** Positive domain

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 1.2

Research Methods in Psychology

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

AVAILABLE RESOURCE

- Classroom Resource > **Teaching Statistics and Research Methodology**

LEARNING TARGET

1.F

Differentiate types of research with regard to purpose, strengths, and weaknesses.

1.G

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

EXAMPLES

1.F.1

Research method: experiments

1.F.2

Research method: correlational studies

1.F.3

Research method: survey research

1.F.4

Research method: naturalistic observations

1.F.5

Research method: case studies

1.F.6

Research method: longitudinal studies

1.F.7

Research method: cross-sectional studies

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

AVAILABLE RESOURCE

- Classroom Resource > **Teaching Statistics and Research Methodology**

TOPIC 1.3

Defining Psychological Science: The Experimental Method

LEARNING TARGET	EXAMPLES
1.H Identify independent, dependent, confounding, and control variables in experimental designs.	
1.I Describe how research design drives the reasonable conclusions that can be drawn.	**1.I.1** Experiments are useful for determining cause and effect. **1.I.2** The use of experimental controls reduces alternative explanations. **1.I.3** Random assignment is needed to demonstrate cause and effect. **1.I.4** Correlational research can indicate if there is a relationship or association between two variables but cannot demonstrate cause and effect.
1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.	

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TOPIC 1.4

Selecting a Research Method

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET

1.K

Predict the validity of behavioral explanations based on the quality of research design.

EXAMPLES

1.K.1

Confounding variables limit confidence in research conclusions.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Data Analysis

2

Analyze and interpret quantitative data.

AVAILABLE RESOURCE

- Classroom Resource > **Teaching Statistics and Research Methodology**

TOPIC 1.5

Statistical Analysis in Psychology

LEARNING TARGET

1.L

Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.

1.M

Distinguish the purposes of descriptive statistics and inferential statistics.

EXAMPLES

1.L.1

Measures of central tendency

1.L.2

Variation (range, standard deviation)

1.L.3

Correlation coefficient

1.L.4

Frequency distribution (normal, bimodal, positive skew, negative skew)

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 1.6

Ethical Guidelines in Psychology

SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

LEARNING TARGET	EXAMPLES
1.N Identify how ethical issues inform and constrain research practices.	
1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.	**1.O.1** Those provided by the American Psychological Association **1.O.2** Federal regulations **1.O.3** Local Institutional Review Board (IRB) **1.O.4** Institutional Animal Care and Use Committee (IACUC)

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 2

Biological Bases of Behavior

8–10%
AP EXAM WEIGHTING

~11–12
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~25 questions
Free-response: 2 questions

- Concept Application (partial)
- Concept Application (partial)

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UNIT 2

8–10% AP EXAM WEIGHTING | ~11–12 CLASS PERIODS

Biological Bases of Behavior

ESSENTIAL QUESTIONS

- How can biology influence our behavior and mental processes?
- What happens when a particular neurotransmitter is absent from the body?
- How do biological and environmental factors interact to influence our behaviors and mental processes?

Developing Understanding

The structures of human biological systems and their functions influence our behavior and mental processes. Some psychologists study behaviors and mental processes from a biological perspective. This includes an examination of the influence that the interaction between human biology and our environment has on behavior and mental processes. This is a recurring topic throughout the course that will be used to explain many psychological phenomena. The biological perspective also provides insight into the causes of and treatments for psychological disorders. There is a complex interaction between a person's biology and their behavior and mental processes. Heredity and environment play a role, as do variations in a person's consciousness.

Building Course Skills

1.A 1.B 2

Unit 2 focuses on blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes. This course teaches students how biological and anatomical structures play an active role in an individual's mental and behavioral development. To demonstrate an understanding of these biological bases of psychology, students should describe the concept or apply it to a scenario.

As students learn to describe this blended physiological and psychological knowledge, they should be able to apply it to behavior and mental processes in other fields of psychology (e.g., memory, learning, development, and social psychology). This approach will help students understand how psychological theories, schools of thought, and perspectives were developed. Students will also continue to build on their understanding of the appropriate use of research methods and designs from Unit 1.

Preparing for the AP Exam

Students often struggle with knowing which neurotransmitters function with which biological processes and how those functions relate to behavior and mental processes. Teachers can give students opportunities to map the neurotransmitter pathways and describe outcomes in both successful and disrupted transmission. Students will also benefit from many opportunities to connect psychological processes to an individual's physiology. They often struggle to make accurate and complete connections between anatomy and physiology as it relates to behavior and mental processes. If a question asks students to give an explanation, they would need to provide an answer in terms of evidence and/or reasoning.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~11–12 CLASS PERIODS
2.1 Interaction of Heredity and Environment	1.B Explain behavior in authentic context.	
2.2 The Endocrine System	1.A Define and/or apply concepts.	
2.3 Overview of the Nervous System and the Neuron	1.A Define and/or apply concepts.	
2.4 Neural Firing	1.A Define and/or apply concepts.	
2.5 Influence of Drugs on Neural Firing	1.A Define and/or apply concepts.	
2.6 The Brain	1.A Define and/or apply concepts.	
2.7 Tools for Examining Brain Structure and Function	2 Analyze and interpret quantitative data.	
2.8 The Adaptable Brain	1.A Define and/or apply concepts.	
2.9 Sleep and Dreaming	1.A Define and/or apply concepts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 2.
Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.1	**Construct an Argument** Have students read the article "Are You a Natural?" from the book *40 Studies that Changed AP Psychology*. Then have them write an abstract of the article that includes the research question, methodology, and conclusions. Lead the class in a discussion about the interaction of nature and nurture.
2	2.2	**Fishbowl** Provide students with various scenarios of physiological changes in the body related to the endocrine system. Students should read the scenario, identify the hormone, and explain why the change is occurring. At the end of the unit, or after Topic 2.3, have students compare and contrast neurotransmitters and hormones.
3	2.3	**Manipulatives** Give students sheets of butcher paper. Have them draw two neurons and label their parts. Then have them model an action potential traveling through the two neurons using everyday materials such as tennis balls or ping pong balls. Add variety by having students model what happens in response to different neurons.
4	2.6	**Manipulatives** Have student pairs create a model of the brain by tracing each other's heads on a piece of paper. On each drawing, they should draw and color in the parts of the brain. Then have them define each part and explain its function.
5	2.9	**Think-Pair-Share** Begin by having students watch the TED talk "Why Do We Sleep?" Have students maintain a written or electronic sleep log for one to two weeks. Afterward, have them calculate their data and discuss any dreams they recorded. Follow up by giving them dream scenarios with an explanation from each dream theory. Students can then write a letter to the school administration about why school start times should be later for teens.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 2.1

Interaction of Heredity and Environment

LEARNING TARGET	EXAMPLES
2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.	
2.B Identify key research contributions of scientists in the area of heredity and environment.	**2.B.1** Contributions of Charles Darwin, a key scientist in the area of heredity and environment
2.C Predict how traits and behavior can be selected for their adaptive value.	

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 2.2
The Endocrine System

SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

LEARNING TARGET

2.D

Discuss the effect of the endocrine system on behavior.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A
Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

TOPIC 2.3

Overview of the Nervous System and the Neuron

LEARNING TARGET

2.E
Describe the nervous system and its subdivisions and functions.

2.F
Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.

EXAMPLES

2.E.1
Central and peripheral nervous systems

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 2.4
Neural Firing

SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

LEARNING TARGET

2.G

Identify basic process of transmission of a signal between neurons.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

TOPIC 2.5

Influence of Drugs on Neural Firing

LEARNING TARGET

2.H

Discuss the influence of drugs on neurotransmitters.

EXAMPLES

2.H.1

Reuptake mechanisms

2.H.2

Agonists

2.H.3

Antagonists

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 2.6
The Brain

SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

LEARNING TARGET	EXAMPLES
2.I Describe the nervous system and its subdivisions and functions in the brain.	**2.I.1** Major brain regions **2.I.2** Lobes **2.I.3** Cortical areas **2.I.4** Brain lateralization and hemispheric specialization
2.J Identify the contributions of key researchers to the study of the brain.	**2.J.1** Contributions of Paul Broca **2.J.2** Contributions of Carl Wernicke

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Data Analysis

2

Analyze and interpret quantitative data.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

TOPIC 2.7

Tools for Examining Brain Structure and Function

LEARNING TARGET	EXAMPLES
2.K Recount historic and contemporary research strategies and technologies that support research.	**2.K.1** Research tool: case studies **2.K.2** Research tool: split-brain research **2.K.3** Research tool: imaging techniques **2.K.4** Research tool: lesioning **2.K.5** Research tool: autopsy
2.L Identify the contributions of key researchers to the development of tools for examining the brain.	**2.L.1** Contributions of Roger Sperry

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 2.8
The Adaptable Brain

SUGGESTED SKILL

Concept Understanding

1.A
Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **The Brain, the Nervous System, and Behavior**

LEARNING TARGET	EXAMPLES
2.M Discuss the role of neuroplasticity in traumatic brain injury.	
2.N Identify the contributions of key researchers to the study of neuroplasticity.	**2.N.1** Contributions of Michael Gazzaniga
2.O Describe various states of consciousness and their impact on behavior.	
2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.	**2.P.1** Depressants **2.P.2** Stimulants **2.P.3** Hallucinogens
2Q Discuss drug dependence, addiction, tolerance, and withdrawal.	
2.R Identify the contributions of major figures in consciousness research.	**2.R.1** Contributions of William James, major figure in consciousness research **2.R.2** Contributions of Sigmund Freud, major figure in consciousness research

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 2.9

Sleeping and Dreaming

LEARNING TARGET

2.S

Discuss aspects of sleep and dreaming.

EXAMPLES

2.S.1

Neural and behavioral characteristics of the stages of the sleep cycle

2.S.2

Theories of sleep and dreaming

2.S.4

Symptoms and treatments of sleep disorders

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 3

Sensation and Perception

6–8%
AP EXAM WEIGHTING

~11–12
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~20 questions
Free-response: 1 question

- Concept Application

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UNIT 3

6–8% AP EXAM WEIGHTING | ~11–12 CLASS PERIODS

Sensation and Perception

ESSENTIAL QUESTIONS

- How do we process the information we receive from our environments?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

Developing Understanding

Psychologists study sensation and perception to explain how and why externally gathered sensations and perceptions impact behaviors and mental processes. Using input from several anatomical structures, the sensations we perceive process and interpret information about the environment around us and our place within it. This results in perceptions that influence how we think and behave. In this way, sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.

Building Course Skills

1.A 1.B 1.C 3

Unit 3 builds on the biological foundation of psychology established in the previous unit. This progress toward understanding the brain, sensory organs, and central nervous system highlights the physiological processes involved in an individual's perception of their surroundings. Students should be able to describe examples of anatomical structures, physiological processes, and psychological concepts related to sensation and perception.

Understanding the effects of sensation and perception on behavior and mental processes builds on what students learned in Unit 1 about psychological theories and perspectives, particularly their strengths and weaknesses. Students will also increase their understanding of scientific investigation, furthering their understanding of the physiological process of energy transduction as it relates to chemical senses.

Preparing for the AP Exam

Much like Unit 2, the content of this unit requires students to make connections between physiology and psychology. For example, students may be asked to relate a person's receipt of information in their environment with their perception of that information. Students tend to provide an inadequate amount of detail to demonstrate understanding in response to questions related to anatomy. For example, an inadequate response about the role of the cerebellum would be, "It helps you move." This is not enough information, because the parietal lobe also aids in movement. The response, "It helps you coordinate your movement," indicates deeper knowledge. In some cases, when a familiar word appears in a free-response question, students tend to give a definition of the word as their response when more is needed to earn the point.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~11–12 CLASS PERIODS
3.1 Principles of Sensation	1.A Define and/or apply concepts.	
3.2 Principles of Perception	1.B Explain behavior in authentic context.	
3.3 Visual Anatomy	1.A Define and/or apply concepts.	
3.4 Visual Perception	1.B Explain behavior in authentic context.	
3.5 Auditory Sensation and Perception	1.B Explain behavior in authentic context.	
3.6 Chemical Senses	3 Analyze psychological research studies.	
3.7 Body Senses	1.A Define and/or apply concepts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 3.
Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.1	**Think-Pair-Share** Ask students, "If you had to give up one of your senses, which one would you be willing to live without?" Have them explain their answer. Then ask, "If you could only keep one of your senses, which one would you choose?" Have them explain their answer.
2	3.3	**Misconception Check** Have students draw and label a diagram of the eye, noting the functions of the labeled structures. Emphasis should be placed on the rods and cones. Students can do a blind-spot test and a test for visual acuity.
3	3.6	**Graph and Switch** Give each pair of students 10 jellybeans. Have each partner take a turn tasting five jellybeans with eyes closed and nose plugged. Have the other partner record whether or not the subject correctly identified the flavor in each of the five trials. Collect the class data and graph the results on the board to be analyzed. Without the olfactory sense and sight, most individuals cannot accurately identify flavors. Have students explain how this relates to sensory interaction.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 3.1

Principles of Sensation

LEARNING TARGET	EXAMPLES
3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	**3.A.1** Gestalt principles **3.A.2** Depth perception **3.A.3** Top-down processing **3.A.4** Bottom-up processing
3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	
3.C Identify the research contributions of major historical figures in sensation and perception.	**3.C.1** Contributions of Gustav Fechner **3.C.2** Contributions of David Hubel **3.C.3** Contributions of Ernst Weber **3.C.4** Contributions of Torsten Wiesel

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TOPIC 3.2

Principles of Perception

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

3.D

Discuss how experience and culture can influence perceptual processes.

3.E

Discuss the role of attention in behavior.

EXAMPLES

3.D.1

Perceptual set

3.D.2

Context effects

3.D.3

Schema

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 3.3

Visual Anatomy

LEARNING TARGET	EXAMPLES
3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	**3.F.1** Vision process **3.F.2** Concepts related to visual perception **3.F.3** Theories of color vision
3.G Explain common sensory conditions.	**3.G.1** Visual and hearing impairments **3.G.2** Synesthesia

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 3.4
Visual Perception

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

3.H

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

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 3.5

Auditory Sensation and Perception

LEARNING TARGET	EXAMPLES
3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	**3.I.1** Hearing process

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 3.6
Chemical Senses

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET

3.J

Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.

EXAMPLES

3.J.1

Taste

3.J.2

Smell

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 3.7

Body Senses

LEARNING TARGET

3.K

Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.

EXAMPLES

3.K.1

Body sense: touch

3.K.2

Body sense: pain

3.K.3

Body sense: vestibular

3.K.4

Body sense: kinesthesis

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 4

Learning

7–9%
AP EXAM WEIGHTING

~9–10
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~10 questions
Free-response: 1 question

- Research Design

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UNIT 4

7–9% AP EXAM WEIGHTING

~9–10 CLASS PERIODS

Learning

ESSENTIAL QUESTIONS

- How do we learn?
- How do our experiences influence our behaviors and mental processes?

Developing Understanding

Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes. Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

Building Course Skills

1.B

This unit integrates knowledge about physiological processes and psychological concepts from Units 2 and 3 within the context of learning processes. Major learning theories are introduced, as well as the experiments that were conducted to refine these theories. This increased understanding of research methods and design, first introduced in Unit 1, will reinforce the importance of valid and reliable research methods. This is a great place in the course to introduce case studies as a research method. This unit also gives students the opportunity to move from an understanding of the major theories to the research that was conducted to refine them and then to the data analysis involved in explaining the psychological phenomena.

Preparing for the AP Exam

Classical and operant conditioning are learning methods that help explain behavior and mental processes. While these theories share many common attributes and involve similar processes, they are different, and they explain behavior and mental processes differently. Teachers can model these theories with examples that are accessible and interesting to help students recognize the differences and better understand how each theory explains behavior and mental processes. On the AP Exam, students often confuse classical and operant conditioning and describe the incorrect one. Students should be able to describe the principles of classical and/or operant conditioning and explain how they function to alter behavior and mental processes.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~9–10 CLASS PERIODS
4.1 Introduction to Learning	1.B Explain behavior in authentic context.	
4.2 Classical Conditioning	1.B Explain behavior in authentic context.	
4.3 Operant Conditioning	1.B Explain behavior in authentic context.	
4.4 Social and Cognitive Factors in Learning	1.B Explain behavior in authentic context.	
Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.		

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.1	**Misconception Check** Provide students with a list of behaviors and ask them to write down which behaviors are examples of learning. Provide a mini-lecture on learning, including the definition and the different types of learning. At the end of the lesson, read the list of behaviors again and ask students to identify which behaviors are examples of learning. Compare answers from the beginning of class and clarify misconceptions.
2	4.2	**Ask the Expert (or Students as Experts)** Have students create their own (appropriate) skit to demonstrate their understanding of classical conditioning. Required elements include neutral stimulus, unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response. Students can perform their skits live in class or record them and upload them to YouTube.
3	4.3	**Construct an Argument** Provide students with a list of scenarios that include examples of classical and operant conditioning. Have students identify the type of learning (classical or operant). If it is classical, have them identify the UCS, UCR, NS, CS, and CR. If it is operant, have them determine if the scenario is punishment or reinforcement (positive or negative).
4	4.4	**Index Card Summaries/Questions** Bonobos, closely related to humans, exhibit the capacity to share with members of their troop. Have students read articles with research findings on bonobos. Then have them develop research questions that could be asked based on findings in the articles. These questions should be relevant to the field of social and cognitive development and related to learning.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 4.1

Introduction to Learning

LEARNING TARGET	EXAMPLES
4.A Identify the contributions of key researchers in the psychology of learning.	**4.A.1** Contributions of Albert Bandura, key researcher to the psychology of learning **4.A.2** Contributions of Ivan Pavlov, key researcher in the psychology of learning **4.A.3** Contributions of Robert Rescorla, key researcher in the psychology of learning **4.A.4** Contributions of B. F. Skinner, key researcher in the psychology of learning **4.A.5** Contributions of Edward Thorndike, key researcher in the psychology of learning **4.A.6** Contributions of Edward Tolman, key researcher in the psychology of learning **4.A.7** Contributions of John B. Watson, key researcher in the psychology of learning **4.A.8** Contributions of John Garcia, key researcher in the psychology of learning
4.B Interpret graphs that exhibit the results of learning experiments.	

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LEARNING TARGET

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

4.D
Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.

4.E
Provide examples of how biological constraints create learning predispositions.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 4.2

Classical Conditioning

LEARNING TARGET	EXAMPLES
4.F Describe basic classical conditioning phenomena.	**4.F.1** Acquisition **4.F.2** Extinction **4.F.3** Spontaneous recovery **4.F.4** Generalization **4.F.5** Stimulus discrimination **4.F.6** Higher-order learning **4.F.7** Unconditioned stimulus **4.F.8** Unconditioned response **4.F.9** Neutral/conditioned stimulus **4.F.10** Conditioned response
4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.	**4.G.1** Contingencies

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TOPIC 4.3
Operant Conditioning

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

4.H

Predict the effects of operant conditioning.

4.I

Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.

EXAMPLES

4.H.1

Positive reinforcement

4.H.2

Negative reinforcement

4.H.3

Positive punishment

4.H.4

Negative punishment

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 4.4

Social and Cognitive Factors in Learning

LEARNING TARGET

4.J

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

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 5

Cognitive Psychology

13–17%
AP EXAM WEIGHTING

~17–18
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions
Free-response: 1 question

- Concept Application

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UNIT 5

13–17% AP EXAM WEIGHTING | ~17–18 CLASS PERIODS

Cognitive Psychology

ESSENTIAL QUESTIONS

- What roles do memory and thinking play in our behaviors?
- What is intelligence and how can we study it to understand it?

Developing Understanding

In this unit, knowledge surrounding sensation, perception, and learning provides the foundation for an understanding of cognition. Cognitive psychologists focus their research on the complex nature of the brain, particularly the areas of memory processes and intelligence and the influence of mental processes on behavior. Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world. Some cognitive psychologists attempt to answer how and why cognitive processes fail despite (or because of) the complexity of our biological structures. Teachers can offer students opportunities to provide their own explanations for these phenomena. Other psychologists study intelligence and the reasons for individual differences. This cognitive perspective offers one way to understand how our thinking impacts our behavior, which can in turn provide insight into psychological disorders and their treatment.

Building Course Skills

1.A 1.B 1.C 3

Cognition, which covers both memory processes and individual differences in intelligence, plays a major role in the field of psychology today. Building on the anatomical structures and biological processes learned in Units 2 and 3, this unit emphasizes the memory processes of encoding, storing, and retrieving information from the brain. Students are moving beyond definitional understanding of psychological concepts and perspectives and are now reasoning systematically.

Students should be able to connect the in-depth presentation of the cognitive perspective to other psychological perspectives introduced in Units 1 and 2. They will also continue their analysis and interpretation of quantitative data in relation to cognitive research, building understanding of why particular research methods are used for specific types of data collection.

Preparing for the AP Exam

Students tend to have difficulty articulating ideas about thinking and problem solving. They will often state an accurate idea about cognition but fail to expand on the idea enough to earn full credit for the answer. Students should be able to demonstrate knowledge of the similarities and differences in short-term and procedural memory and the factors that affect each to achieve success on the AP Exam. Students should also be able to explain how the elements of memory contribute to a person's behavior. The ability to demonstrate an understanding of how information is encoded, stored, and retrieved in memory is also crucial. Students should be able to describe the acquisition of language, the factors that facilitate it, and its use in communicating ideas. Additionally, they may have to answer questions about normal curves as well as about positive and negative correlation.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~17–18 CLASS PERIODS
5.1 Introduction to Memory	1.A Define and/or apply concepts.	
5.2 Encoding	1.B Explain behavior in authentic context.	
5.3 Storing	1.B Explain behavior in authentic context.	
5.4 Retrieving	1.B Explain behavior in authentic context.	
5.5 Forgetting and Memory Distortion	1.B Explain behavior in authentic context.	
5.6 Biological Bases of Memory	1.A Define and/or apply concepts.	
5.7 Introduction to Thinking and Problem Solving	1.A Define and/or apply concepts.	
5.8 Biases and Errors in Thinking	1.B Explain behavior in authentic context.	
5.9 Introduction to Intelligence	1.C Apply theories and perspectives in authentic contexts.	
5.10 Psychometric Principles and Intelligence Testing	3 Analyze psychological research studies.	
5.11 Components of Language and Language Acquisition	1.C Apply theories and perspectives in authentic contexts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.1	**Ask the Expert (or Students as Experts)** Assign students as "experts" on types of memory. Students should then rotate through stations in groups, with the experts ensuring that all other students understand the type of memory that they are responsible for teaching. Then have students repeat the experiment on the Sperling effect.
2	5.2	**Quickwrite** Read a series of five numbers aloud and then have students recall the set of numbers from memory. Repeat the exercise, increasing the amount of numbers each time until you reach 12.
3	5.3	**Think-Pair-Share** Have students try to recall the names of the seven dwarfs in *Snow White*. Then show them a list that includes the dwarfs, among other similar names, and ask them to pick out the correct names.
4	5.4	**Index Card Summaries/Questions** Have students draw the face side of a penny from memory with as much detail as possible. Then have them read excerpts from the book *Moonwalking with Einstein*, by Joshua Foer. Ask students to summarize the methods Foer describes to help memory and then discuss the ways they remember information.
5	5.5	**One-Minute Essay** Review Loftus's study on the misinformation effect as it pertains to car accidents. Have students reflect on the validity of eyewitness testimony and the misconception of how it is used in criminal justice trials. Review other related eyewitness studies, such as the weapons-focus effect and the other-race effect. Have them review studies that support the weapons-focus effect as well as others that don't. Have students examine the problems associated with wrongful convictions based on eyewitness testimony.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.A
Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **Cognition and Language**

TOPIC 5.1
Introduction to Memory

LEARNING TARGET	EXAMPLES
5.A Compare and contrast various cognitive processes.	**5.A.1** Effortful versus automatic processing **5.A.2** Deep versus shallow processing **5.A.3** Selective versus divided attention **5.A.4** Metacognition
5.B Describe and differentiate psychological and physiological systems of memory.	**5.B.1** Short-term memory **5.B.2** Implicit memory (procedural) **5.B.3** Long-term memory **5.B.4** Sensory memory (echoic, iconic) **5.B.5** Prospective memory **5.B.6** Explicit memory (semantic, episodic) **5.B.7** Physiological systems

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LEARNING TARGET	EXAMPLES
5.C Identify the contributions of key researchers in cognitive psychology.	**5.C.1** Contributions of Noam Chomsky **5.C.2** Contributions of Hermann Ebbinghaus **5.C.3** Contributions of Wolfgang Köhler **5.C.4** Contributions of Elizabeth Loftus **5.C.5** Contributions of George A. Miller

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 5.2
Encoding

LEARNING TARGET

5.D

Outline the principles that underlie construction and encoding of memories.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 5.3
Storing

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

5.E

Outline the principles that underlie effective storage of memories.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 5.4
Retrieving

LEARNING TARGET

5.F

Describe strategies for retrieving memories.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 5.5

Forgetting and Memory Distortion

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

AVAILABLE RESOURCE

- Classroom Resource > **Cognition and Language**

LEARNING TARGET

5.G

Describe strategies for memory improvement and typical memory errors.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

AVAILABLE RESOURCE

- Classroom Resource > **Cognition and Language**

TOPIC 5.6

Biological Bases for Memory

LEARNING TARGET

5.H

Describe and differentiate psychological and physiological systems of short- and long-term memory.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 5.7

Introduction to Thinking and Problem Solving

SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

LEARNING TARGET

5.I

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

5.J

List the characteristics of creative thought and creative thinkers.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 5.8

Biases and Errors in Thinking

LEARNING TARGET

5.K

Identify problem-solving strategies as well as factors that create bias and errors in thinking.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 5.9
Introduction to Intelligence

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET	EXAMPLES
5.L Define intelligence and list characteristics of how psychologists measure intelligence.	**5.L.1** Abstract versus verbal measures **5.L.2** Speed of processing **5.L.3** Fluid intelligence **5.L.4** Crystallized intelligence **5.L.5** Flynn effect **5.L.6** Stereotype threat **5.L.7** Savant syndrome
5.M Discuss how culture influences the definition of intelligence.	
5.N Compare and contrast historic and contemporary theories of intelligence.	**5.N.1** Charles Spearman, intelligence theorist **5.N.2** Howard Gardner, intelligence theorist **5.N.3** Robert Sternberg, intelligence theorist

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LEARNING TARGET

5.0
Identify the contributions of key researchers in intelligence research and testing.

EXAMPLES

5.0.1
Contributions of Alfred Binet, key researcher in intelligence

5.0.2
Contributions of Francis Galton, key researcher in intelligence

5.0.3
Contributions of Howard Gardner, key researcher in intelligence

5.0.4
Contributions of Charles Spearman, key researcher in intelligence

5.0.5
Contributions of Robert Sternberg, key researcher in intelligence

5.0.6
Contributions of Lewis Terman, key researcher in intelligence

5.0.7
Contributions of David Wechsler, key researcher in intelligence

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 5.10

Psychometric Principles and Intelligence Testing

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET	EXAMPLES
5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	
5.Q Interpret the meaning of scores in terms of the normal curve.	
5.R Describe relevant labels related to intelligence testing.	**5.R.1** Gifted **5.R.2** Intellectual disability

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

AVAILABLE RESOURCE

- Classroom Resource > **Cognition and Language**

TOPIC 5.11

Components of Language and Language Acquisition

LEARNING TARGET

5.S

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

5.T

Debate the appropriate testing practices, particularly in relation to culture-fair test uses.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 6

Developmental Psychology

7–9%
AP EXAM WEIGHTING

~9–10
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~20 questions
Free-response: 1 question

- Research Design

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UNIT 6

7–9% AP EXAM WEIGHTING

~9–10 CLASS PERIODS

Developmental Psychology

ESSENTIAL QUESTIONS

- How do we perceive and understand ourselves?

Developing Understanding

Developmental psychology encompasses the study of the behavior of organisms from conception to death. In this unit, students will learn to examine the processes that contribute to behavioral change throughout a person's life. The major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes. Development can be studied from several different perspectives, including biological or cognitive perspectives. Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods.

Building Course Skills

1.A 1.B 1.C 3

Building on knowledge from earlier units, students will pull together aspects of physiological, cognitive, psychological, and moral development to understand how behavior and mental processes change over the course of a person's life. This includes the role of adolescent development and the decline of adults as they age.

Students will reinforce biological, cognitive, and cultural perspectives studied in earlier units while discussing theories of stage development and continuous development. Students are also introduced to cross-sectional research and longitudinal research designs, which build on the research methods learned in Unit 1. Students will further their understanding of analyzing and interpreting data through these new research designs and in relation to the specific context of developmental psychology.

Preparing for the AP Exam

Students should be able to explain physical, intellectual, social, and moral development, along with the development of personality, in childhood, adolescence, and adulthood. Additionally, they should be able to explain the comparison between stages of development. A common student error on the AP Exam is failure to provide specific outcomes about how life experience helps or hinders development. Students should provide a thorough explanation of the relationship between life experience and development within the given scenario. Students tend to discuss the stages of development but fail to expand on the concepts to show mastery. It is important to a student's success on the exam that they write complete thoughts with cogent, accurate information. Teachers can provide students with opportunities to write about development at each stage of life in real-world contexts. Students will also answer questions related to research methods, including validity, ethics, and correct method of study. They may be asked about experimental design and should be prepared to answer questions such as What are the flaws in a research study? Would this design pass IRB? What is the appropriate method for a research question?

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~9–10 CLASS PERIODS
6.1 The Lifespan and Physical Development in Childhood	3 Analyze psychological research studies.	
6.2 Social Development in Childhood	1.C Apply theories and perspectives in authentic contexts.	
6.3 Cognitive Development in Childhood	1.C Apply theories and perspectives in authentic contexts.	
6.4 Adolescent Development	1.B Explain behavior in authentic context.	
6.5 Adulthood and Aging	1.C Apply theories and perspectives in authentic contexts.	
6.6 Moral Development	3 Analyze psychological research studies.	
6.7 Gender and Sexual Orientation	1.A Define and/or apply concepts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	6.3	**Debate** Have students complete the activity *Piaget Meets Santa*, which can be found online. Have them read the given statements and then match them with the appropriate developmental stage.
2	6.6	**Misconception Check** Ask students to predict if a scientific method could test whether babies as young as three months old can tell right from wrong or have morals. Have them watch the segment "The Baby Lab" from *60 Minutes* and then ask them to identify the research method and evaluate the ethics of the experiment. Students can then summarize the results of the study and debate whether babies are born with morality using evidence (or the lack thereof) from the study.
3	6.7	**Quickwrite** Provide students with a published gender roles experiment and then ask them to identify the research method and evaluate the ethics of the experiment. Have students summarize the results of the study and then design a study that can be conducted as a follow-up.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

TOPIC 6.1

The Lifespan and Physical Development in Childhood

LEARNING TARGET	EXAMPLES
6.A Explain the process of conception and gestation, including factors that influence successful pre-natal development.	**6.A.1** Nutrition **6.A.2** Illness **6.A.3** Substance abuse **6.A.4** Teratogens
6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.	
6.C Discuss maturation of motor skills.	

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TOPIC 6.2

Social Development in Childhood

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET	EXAMPLES
6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.	
6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	**6.E.1** Contributions of Albert Bandura, key researcher in the area of social development in childhood **6.E.2** Contributions of Diana Baumrind, key researcher in the area of social development in childhood **6.E.3** Contributions of Konrad Lorenz, key researcher in the area of social development in childhood **6.E.4** Contributions of Harry Harlow, key researcher in the area of social development in childhood **6.E.5** Contributions of Mary Ainsworth, key researcher in the area of social development in childhood **6.E.6** Contributions of Sigmund Freud, key researcher in the area of social development in childhood
6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.	
6.G Explain how parenting styles influence development.	

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 6.3

Cognitive Development in Childhood

LEARNING TARGET	EXAMPLES
6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).	
6.I Identify the contributions of major researchers in the area of cognitive development in childhood.	**6.I.1** Contributions of Lev Vygotsky, key researcher in the area of cognitive development in childhood **6.I.2** Contributions of Jean Piaget, key researcher in the area of cognitive development in childhood

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 6.4
Adolescent Development

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

6.J

Discuss maturational challenges in adolescence, including related family conflicts.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 6.5

Adulthood and Aging

LEARNING TARGET	EXAMPLES
6.K Characterize the development of decisions related to intimacy as people mature.	
6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.	
6.M Identify the contributions of key researchers in the area of adulthood and aging.	**6.M.1** Contributions of Erik Erikson, key researcher in the area of lifespan development

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 6.6
Moral Development

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET

6.N
Identify the contributions of major researchers in the area of moral development.

6.O
Compare and contrast models of moral development.

EXAMPLES

6.N.1
Contributions of Carol Gilligan

6.N.2
Contributions of Lawrence Kohlberg

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 6.7

Gender and Sexual Orientation

LEARNING TARGET

6.P

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

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 7

Motivation, Emotion, and Personality

11–15%
AP EXAM WEIGHTING

~16–17
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~30 questions
Free-response: 1 question

- Research Design

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UNIT 7

11–15% AP EXAM WEIGHTING | ~16–17 CLASS PERIODS

Motivation, Emotion, and Personality

ESSENTIAL QUESTIONS

- What motivates us to think and act the way we do?
- Why do some people respond to stress in a healthier way than others?
- Why don't psychologists agree?

Developing Understanding

Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

Building Course Skills

1.A 1.C 2 3

Individual differences in various aspects of personality, motivation, and emotion are the focus of this unit. Students should be comfortable with identifying and explaining how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality. In addition, students will gain experience evaluating the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion.

Students should be able to identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes. While learning about the different ways personality can be measured, students will calculate the appropriate statistic for a given data set. Students should also be able to explain how data illustrates the different theories of motivation, emotion, stress, and personality.

Preparing for the AP Exam

Students often confuse what it means to be panicked versus stressed. Teachers can provide students with case studies and/or real-world opportunities that will help them understand what it means to be stressed and how bodies respond to stress, as opposed to being panicked. Students should be able to compare the psychological and physiological responses to stress and panic.

Students may struggle with accurately discussing concepts related to personality. A common mistake is to describe temporary aspects of a personality trait rather than personality characteristics. This can be addressed by providing students with multiple opportunities throughout the course to write about personality, ensuring that they are using terminology correctly and appropriately. Questions about research methodology and ethical research design in regard to this unit's content will most likely appear on the exam.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~16–17 CLASS PERIODS
7.1 Theories of Motivation	3 Analyze psychological research studies.	
7.2 Specific Topics in Motivation	1.A Define and/or apply concepts.	
7.3 Theories of Emotion	1.C Apply theories and perspectives in authentic contexts.	
7.4 Stress and Coping	1.A Define and/or apply concepts.	
7.5 Introduction to Personality	3 Analyze psychological research studies.	
7.6 Psychoanalytic Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.7 Behaviorism and Social Cognitive Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.8 Humanistic Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.9 Trait Theories of Personality	1.C Apply theories and perspectives in authentic contexts.	
7.10 Measuring Personality	1.C Apply theories and perspectives in authentic contexts.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	7.1	**Debate** Provide students with a range of behaviors and have them debate which motivation theory best explains each behavior and why (for example, running a marathon would not be well explained by drive-reduction theory).
2	7.3	**Think-Pair-Share** Have students watch the well-known clip "These pretzels are making me thirsty" from the show *Seinfeld* (S3E11). In small groups, have them discuss how facial expressions and intonation convey emotion. Provide them with other scenarios and have them discuss how different theorists would explain the emotions conveyed in each scenario.
3	7.5	**Jigsaw** Select a fictional character familiar to your students. Have them discuss that character's personality in terms of the different psychological perspectives. Then divide students into groups and have each group select their own character and repeat the discussion. Students can then share with the class or you can use the jigsaw strategy.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

TOPIC 7.1

Theories of Motivation

LEARNING TARGET	EXAMPLES
7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	**7.A.1** Instincts **7.A.2** Incentives **7.A.3** Intrinsic versus extrinsic motivation **7.A.4** Overjustification effect **7.A.5** Self-efficacy **7.A.6** Achievement motivation
7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.	**7.B.1** Drive reduction theory **7.B.2** Arousal theory (including the Yerkes-Dodson law) **7.B.3** Evolutionary theory of motivation **7.B.4** Maslow's theory **7.B.5** Cognitive dissonance theory
7.C Describe classic research findings in specific motivations.	**7.C.1** Motivation system: eating **7.C.2** Motivation system: sex **7.C.3** Motivation system: social

continued on next page

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LEARNING TARGET

7.D

Identify contributions of key researchers in the psychological field of motivation and emotion.

EXAMPLES

7.D.1

Contributions of William James, key researcher in the psychology of motivation and emotion

7.D.2

Contributions of Alfred Kinsey, key researcher in the psychology of motivation and emotion

7.D.3

Contributions of Abraham Maslow, key researcher in the psychology of motivation and emotion

7.D.4

Contributions of Stanley Schachter, key researcher in the psychology of motivation and emotion

7.D.5

Contributions of Hans Selye, key researcher in the psychology of motivation and emotion

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 7.2

Specific Topics in Motivation

LEARNING TARGET

7.E

Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.3
Theories of Emotion

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.F

Compare and contrast major theories of emotion.

7.G

Describe how cultural influences shape emotional expression, including variations in body language.

EXAMPLES

7.F.1

James–Lange Theory

7.F.2

Cannon–Bard Theory

7.F.3

Schachter two-factor theory

7.F.4

Evolutionary theories (primary emotions)

7.F.5

Richard Lazarus's appraisal theory

7.F.6

Joseph LeDoux's theory

7.F.7

Paul Ekman's research on cross-cultural displays of emotion

7.F.8

Facial feedback hypothesis

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 7.4

Stress and Coping

LEARNING TARGET

7.H

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

EXAMPLES

7.H.1

General adaptation theory

7.H.2

Stress-related illnesses

7.H.3

Lewin's motivational conflicts theory

7.H.4

Unhealthy behaviors

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.5

Introduction to Personality

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET	EXAMPLES
7.I Describe and compare research methods that psychologists use to investigate personality.	7.I.1 Research method to investigate personality: case studies 7.I.2 Research method to investigate personality: surveys 7.I.3 Research method to investigate personality: personalities inventories
7.J Identify the contributions of major researchers in personality theory.	7.J.1 Contributions of Alfred Adler, key researcher in personality theory 7.J.2 Contributions of Albert Bandura, key researcher in personality theory 7.J.3 Contributions of Paul Costa and Robert McCrae, key researchers in personality theory 7.J.4 Contributions of Sigmund Freud, key researcher in personality theory 7.J.5 Contributions of Carl Jung, key researcher in personality theory 7.J.6 Contributions of Abraham Maslow, key researcher in personality theory 7.J.7 Contributions of Carl Rogers, key researcher in personality theory

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.6

Psychoanalytic Theories of Personality

LEARNING TARGET

7.K

Compare and contrast the psychoanalytic theories of personality with other theories of personality.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.7

Behaviorism and Social Cognitive Theories of Personality

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.L

Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.8

Humanistic Theories of Personality

LEARNING TARGET	EXAMPLES
7.M Compare and contrast humanistic theories of personality with other theories of personality.	
7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	**7.N.2** Collectivistic versus individualistic cultures

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 7.9

Trait Theories of Personality

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET

7.O

Compare and contrast trait theories of personality with other theories of personality.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 7.10

Measuring Personality

LEARNING TARGET

7.P

Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

EXAMPLES

7.P.1

Personality inventory

7.P.2

Projective tests

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

UNIT 8

Clinical Psychology

12–16%
AP EXAM WEIGHTING

~17–18
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

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Personal Progress Check 8

Multiple-choice: ~30 questions
Free-response: 1 question

- Research Design

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UNIT 8

12–16% AP EXAM WEIGHTING | ~17–18 CLASS PERIODS

Clinical Psychology

ESSENTIAL QUESTIONS

- Why is psychological perspective necessary in the treatment of disorders?
- How are psychological disorders treated?

Developing Understanding

Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the first two units as well as on cognitive psychology in particular. Through observing behavior and engaging in discussion that illuminates a client's thought process, psychologists gather information and draw conclusions. For some psychologists, a single perspective cannot fully explain a disorder. This leads them to more integrated perspectives to understand and treat psychological disorders.

Building Course Skills

1.A 1.B 1.C 3

This unit provides students with the opportunity to evaluate many of the psychological concepts, theories, and perspectives they learned about in earlier units through the lens of psychological disorders and their treatments. Students will learn how to evaluate biological, psychological, and sociocultural theories in relation to abnormality. They will be introduced to a survey of psychological disorders and dive deeper into some of the more common disorders and their treatment. Students will conduct valid research, identify ethical flaws, and use appropriate data and data collection processes.

Preparing for the AP Exam

Students often have difficulty using key terms and phrases correctly to answer questions posed as scenarios. Teachers can provide students with opportunities to work with scenarios related to psychological disorders. Students will benefit from examples of real-world situations in which particular disorders may be exacerbated or subdued. Students should be able to give the general characteristics and common treatments of the disorder. They should also be able to evaluate the strengths and weaknesses of each treatment and explain why it is deemed appropriate.

Students often have difficulty articulating which psychological perspectives are associated with which treatments. When the scenarios involve a certain type of research, students should be expected to define the method and write accurately about validity, ethics, and outcome. Students may encounter questions about research methodology in clinical trials on the exam. They should be able answer questions about the ethics of a research plan, correct modality, and research design.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~17–18 CLASS PERIODS
8.1 Introduction to Psychological Disorders	1.A Define and/or apply concepts.	
8.2 Psychological Perspectives and Etiology of Disorders	1.C Apply theories and perspectives in authentic contexts.	
8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders	1.B Explain behavior in authentic context.	
8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders	1.B Explain behavior in authentic context.	
8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders	1.B Explain behavior in authentic context.	
8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders	1.B Explain behavior in authentic context.	
8.7 Introduction to Treatment of Psychological Disorders	1.A Define and/or apply concepts.	
8.8 Psychological Perspectives and Treatment of Disorders	1.C Apply theories and perspectives in authentic contexts.	
8.9 Treatment of Disorders from the Biological Perspective	3 Analyze psychological research studies.	
8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders	3 Analyze psychological research studies.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8. Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

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Activity	Topic	Sample Activity
1	8.2	**Jigsaw** For each mental illness studied in class, students should explain the illness using different perspectives. Divide students into groups to study a particular illness from all perspectives. Then have students switch groups to discuss all illnesses and share the different perspectives for each. Alternately, divide students into groups to study one perspective for each disease and then rearrange the groups so that all perspectives are represented in each group. Have students share with each other their assigned perspective for each illness.
2	8.8	**Construct an Argument** Use scenarios to allow students to discriminate between therapeutic approaches: psychoanalysis, behavior therapy, humanistic therapy, and cognitive therapy.
3	8.10	**Debate** Have students debate the criticisms, strengths and weaknesses, and effectiveness of therapies for mental illness.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.A
Define and/or apply concepts.

TOPIC 8.1

Introduction to Psychological Disorders

LEARNING TARGET	EXAMPLES
8.A Recognize the use of the most recent version of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* published by the American Psychiatric Association as the primary reference for making diagnostic judgments.	
8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.	
8.C Discuss the intersection between psychology and the legal system.	**8.C.1** Confidentiality **8.C.2** Insanity defense

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TOPIC 8.2

Psychological Perspectives and Etiology of Disorders

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET	EXAMPLES
8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	
8.E Identify the positive and negative consequences of diagnostic labels.	**8.E.1** The Rosenhan Study

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 8.3

Neurodevelopmental and Schizophrenic Spectrum Disorders

LEARNING TARGET

8.F

Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 8.4

Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders

LEARNING TARGET

8.G

Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 8.5

Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders

LEARNING TARGET

8.H

Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 8.6

Feeding and Eating, Substance and Addictive, and Personality Disorders

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

8.I

Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.A

Define and/or apply concepts.

TOPIC 8.7

Introduction to Treatment of Psychological Disorders

LEARNING TARGET	EXAMPLES
8.J Describe the central characteristics of psychotherapeutic intervention.	
8.K Identify the contributions of major figures in psychological treatment.	**8.K.1** Contributions of Aaron Beck, major figure in psychological treatment **8.K.2** Contributions of Albert Ellis, major figure in psychological treatment **8.K.3** Contributions of Sigmund Freud, major figure in psychological treatment **8.K.4** Contributions of Mary Cover Jones, major figure in psychological treatment **8.K.5** Contributions of Carl Rogers, major figure in psychological treatment **8.K.6** Contributions of B. F. Skinner, major figure in psychological treatment **8.K.7** Contributions of Joseph Wolpe, major figure in psychological treatment

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TOPIC 8.8

Psychological Perspectives and Treatment of Disorders

SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

LEARNING TARGET	EXAMPLES
8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	**8.L.1** Treatment orientation: behavioral **8.L.2** Treatment orientation: cognitive **8.L.3** Treatment orientation: humanistic **8.L.4** Treatment orientation: psychodynamic **8.L.5** Treatment orientation: cognitive-behavioral **8.L.6** Treatment orientation: sociocultural
8.M Summarize effectiveness of specific treatments used to address specific problems.	
8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).	
8.O Describe prevention strategies that build resilience and promote competence.	

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SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

TOPIC 8.9

Treatment of Disorders from the Biological Perspective

LEARNING TARGET

8.P

Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 8.10

Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET

8.Q

Compare and contrast different treatment methods.

EXAMPLES

8.Q.1

Individual

8.Q.2

Group

8.Q.3

Rational-emotive method

8.Q.4

Psychoanalytic/psychodynamic method

8.Q.5

Client-centered method

8.Q.6

Cognitive method

8.Q.7

Behavioral method

8.Q.8

Sociocultural method

8.Q.9

Biopsychosocial method

8.Q.10

Cognitive-behavioral method

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AP PSYCHOLOGY

UNIT 9

Social Psychology

8–10%
AP EXAM WEIGHTING

~10–11
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 9

Multiple-choice: ~20 questions
Free-response: 1 question

- Concept Application

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UNIT 9

8–10% AP EXAM WEIGHTING | ~10–11 CLASS PERIODS

Social Psychology

ESSENTIAL QUESTIONS

- How does the bias of a researcher affect their conclusions?

Developing Understanding

In this final unit, psychological concepts and theoretical perspectives are pulled together from throughout the course. Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us. Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

Building Course Skills

1.B 1.C 3

As the course nears completion, students should be able to describe and explain behavior and mental processes within the context of social psychology. As they learn new social psychology theories, students will build on their knowledge of psychological theories in general. These theories specifically build on the biological, cognitive, and sociocultural theories discussed in earlier units. The history of social psychology is filled with studies that are no longer considered ethical. Through these missteps, students will learn how to conduct valid research, identify ethical flaws, and use appropriate data and data collection processes.

Preparing for the AP Exam

Students often have difficulty using social psychology key terms and phrases correctly to answer questions posed as scenarios. Common examples of interchanged behaviors include conformity, obedience, and compliance. Students often struggle to provide the depth or breadth required to show mastery of the content. Teacher can provide opportunities for students to work with scenarios related to social settings and interactions. Students should give general characteristics of the behaviors associated with interactions and common responses to social stimuli. When the scenarios involve a certain type of research, students should be expected to define the method and write accurately about validity, ethics, and outcome.

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UNIT AT A GLANCE

Topic	Suggested Skill	Class Periods ~10–11 CLASS PERIODS
9.1 Attribution Theory and Person Perception	1.C Apply theories and perspectives in authentic contexts.	
9.2 Attitude Formation and Attitude Change	3 Analyze psychological research studies.	
9.3 Conformity, Compliance, and Obedience	3 Analyze psychological research studies.	
9.4 Group Influences on Behavior and Mental Processes	1.B Explain behavior in authentic context.	
9.5 Bias, Prejudice, and Discrimination	1.B Explain behavior in authentic context.	
9.6 Altruism and Aggression	1.B Explain behavior in authentic context.	
9.7 Interpersonal Attraction	1.B Explain behavior in authentic context.	

Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 9. Review the results in class to identify and address any student misunderstandings.

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SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 151 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	9.1	**Quickwrite** Have students complete "The Fundamental Attribution Error Activity" from the TOPSS Unit Lesson Plan by Allyson J. Weseley. Provide students with a card or paper that includes an attribution scale on each side. On one side, have them circle the traits that they identify with. On the other, have them circle the traits that describe the teacher. Have students count the number of "depends on the situation" responses on each side and compare the two.
2	9.3	**Debate** Have students read about the Stanford Prison Experiment or watch an excerpt from the documentary. Then ask students to identify the research methods described and evaluate the ethics of the experiment. Students can then debate the merits, ethics, and criticism of the experiment. Include the response to recent criticism published by Zimbardo and other researchers.
3	9.4	**Construct an Argument** Have students read the article "A Real-Life Lord of the Flies: The Troubling Legacy of the Robbers Cave Experiment." Then ask them to identify the research methods described in the article and evaluate the ethics of the experiments. Ask them if the studies described offer any insights about group dynamics and, if so, what those insights are.

Unit Planning Notes

Use the space below to plan your approach to the unit.

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SUGGESTED SKILL

Concept Understanding

1.C

Apply theories and perspectives in authentic contexts.

TOPIC 9.1

Attribution Theory and Person Perception

LEARNING TARGET	EXAMPLES
9.A Apply attribution theory to explain motives.	**9.A.1** Fundamental attribution error **9.A.2** Self-serving bias **9.A.3** False consensus effect **9.A.4** Confirmation bias **9.A.5** Just-world hypothesis **9.A.6** Halo effect
9.B Articulate the impact of social and cultural categories on self-concept and relations with others.	**9.B.1** Gender **9.B.2** Race **9.B.3** Ethnicity
9.C Anticipate the impact of self-fulfilling prophecy on behavior.	

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TOPIC 9.2
Attitude Formation and Attitude Change

SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

LEARNING TARGET	EXAMPLES
9.D Identify important figures and research in the areas of attitude formation and change.	**9.D.1** Leon Festinger
9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	**9.E.1** Central route to persuasion **9.E.2** Peripheral route to persuasion **9.E.3** Cognitive dissonance **9.E.4** Elaboration likelihood model

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Scientific Investigation

3

Analyze psychological research studies.

TOPIC 9.3

Conformity, Compliance, and Obedience

LEARNING TARGET

9.F
Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.

9.G
Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.

EXAMPLES

9.F.1
Contributions of Solomon Asch

9.F.2
Contributions of Stanley Milgram

9.F.3
Contributions of Philip Zimbardo

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 9.4

Group Influences on Behavior and Mental Processes

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET	EXAMPLES
9.H Describe the structure and function of different kinds of group behavior.	
9.I Predict the impact of the presence of others on individual behavior.	**9.I.1** Bystander effect **9.I.2** Social facilitation **9.I.3** Social inhibition **9.I.4** Group polarization **9.I.5** Deindividuation **9.I.6** Diffusion of responsibility **9.I.7** In-group/out-group bias **9.I.8** Reciprocity norms **9.I.9** Social norms **9.I.10** Social traps **9.I.11** Prisoner's dilemma **9.I.12** Conflict resolution **9.I.13** Superordinate goals

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 9.5

Bias, Prejudice, and Discrimination

LEARNING TARGET

9.J

Describe processes that contribute to differential treatment of group members.

EXAMPLES

9.J.1

In-group/out-group dynamics

9.J.2

Ethnocentrism

9.J.3

Prejudice

9.J.4

Bias

9.J.5

Discrimination

9.J.6

Scapegoat theory

9.J.7

Stereotype

9.J.1

Out-group homogeneity bias

9.J.1

Mere-exposure effect

Topic Planning Notes

Use the space below to plan your approach to the topic.

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TOPIC 9.6
Altruism and Aggression

SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

LEARNING TARGET

9.K

Describe the variables that contribute to altruism and aggression.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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SUGGESTED SKILL

Concept Understanding

1.B

Explain behavior in authentic context.

TOPIC 9.7

Interpersonal Attraction

LEARNING TARGET

9.L

Describe the variables that contribute to attraction.

Topic Planning Notes

Use the space below to plan your approach to the topic.

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AP PSYCHOLOGY

Instructional Approaches

Selecting and Using Course Materials

In addition to using a textbook that will cover the required course content, students should also examine primary source material in different and varied forms as well as other types of scientific scholarship.

Textbooks

Any textbook used in the course should be written at the college level and encourage a conceptual understanding of psychology. The ideal textbook will use sufficient examples and approaches that enable students to make connections across different domains within psychology and also between psychology and other social and natural sciences.

AP Central has a **list of textbook examples** that meet the resource requirements.

Primary Sources

While publishers are increasingly including primary source material in textbooks, introducing students to a wide variety of source material provides opportunities to analyze data from diverse sources. These sources should include data tables, charts, graphs, and diagrams. Ancillary materials and online resources that accompany most recently published textbooks may also provide quality materials to supplement classroom instruction. If a textbook does not provide ample primary sources, or its sources are too brief, it can be supplemented with journal articles and/or abstracts from scientific literature related to particular topic areas.

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Instructional Strategies

The AP Psychology course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students apply their understanding of course concepts.

Strategy	Definition	Purpose	Example
Ask the Expert (or Students as Experts)	Students are assigned as "experts" on concepts they have mastered; groups rotate through the expert stations to learn about concepts they have not yet mastered.	Provides opportunities for students to share their knowledge and learn from one another.	Assign students as "experts" on psychological disorders. Have them rotate through stations in groups, working with the station expert to complete a series of questions on the topic.
Construct an Argument	Students use reasoning to present assumptions about scenarios, support conjectures with scientifically relevant and accurate data, and provide a logical progression of ideas leading to a conclusion that makes sense.	Helps develop the process of evaluating scientific information, developing reasoning skills and enhancing communication skills in supporting conjectures and conclusions.	Present students with a written or visual scenario of the results of a research study. Then have them work together to draw conclusions about the study and support their conclusions with data by having each student or group of students add a sentence to the conclusion. Once the conclusion is complete, read the conclusion (or show it on a screen) and then facilitate a class discussion.
Debate	Engaging in an informal or formal argumentation of an issue.	Provides students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or an issue.	When learning about developmental psychology, have students debate a situation in a given scenario from the perspective of the key contributors to the field.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	Provides students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.	Divide students into two groups and ask them to form two concentric circles. The inner circle explains psychological disorders to the students in the outer circle. The outer circle explains treatments of psychological disorders to students in the inner circle.

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Strategy	Definition	Purpose	Example
Graph and Switch	Generate a graph to represent data and then switch papers to review each other's representations.	Allows students to practice evaluating different representations of data as they give and receive feedback on each other's work.	Given an unlabeled graph, have students label the independent and dependent variables and other required parts of the graph.
Graphic Organizer	Representing ideas and information visually (e.g., pictures, tables, graphs, lists, models, Venn diagrams, flowcharts, cluster maps, concept maps, concept webs) for the organization and/or interpretation of information.	Provides a visual system for organizing multiple ideas, details, and/or textual support to facilitate increased comprehension and discussion.	Use graphic organizers to help students understand research methods. Students can draw flowcharts to outline the steps of a research study.
Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.	Functions as a formative assessment technique.	At the beginning or end of class, show students an image of a normal distribution. On one side of an index card, have students summarize what the graph is showing and why it is important. On the other side of the card, have them write a question about the topic. Collect the cards and read through them, noticing any trends in student responses. Address all questions that day (if done at the beginning of class) or the next day (if given at the end of class).
Jigsaw	Reading different texts or passages from a single text, students take on the role of "experts"; sharing information from that reading, students share with a specific group and then return to their initial group to share their new knowledge.	Allows students to summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety.	Use this strategy to help students learn about psychological disorders. Divide students into groups and assign each group a disorder. Have them learn about their disorder in detail: cause, symptoms, consequences, and treatments. Once students are experts, divide them into groups so that there is one student from each area of expertise in a group. Have each student share their expertise with their new group.
Manipulatives	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding a concept.	Provides a tactile and visual means of examining a concept in order to encourage multiple ways of understanding the concept.	Have students use clay to model the brain or the neuron, using different colors to indicate different parts of the organ/cell.

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Strategy	Definition	Purpose	Example
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.	Functions as a formative assessment technique.	Provide students with a statement on the board or on paper, such as, "Culture influences intelligence." Ask them if the statement is true or false and to explain their reasoning. Address any misconceptions according to the answers they give.
One-Minute Essay	A one-minute essay question (or a one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.	Functions as a formative assessment technique.	Give students one minute to respond to a prompt such as, "Describe strategies to improve memory." Once students have completed their essay, have them share their answers; then facilitate a class discussion.
Quickwrite	Writing for a short, specific amount of time about a designated topic related to a text.	Allows students to generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (may be considered as part of the drafting process).	Prior to teaching about motivation, ask students to take a few minutes to explain why they think motivation is important. At the conclusion of the lesson, have them revisit their answer and revise it to reflect what they learned.
Think-Pair-Share	Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group.	Allows students to construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group.	When teaching about behaviors, ask students to reflect on their current learning with the following prompt: "Explain how each behavior can be explained by the different psychological perspectives." Then have them turn to a neighbor and share their answer. After two to three minutes of sharing, engage the class in a discussion to ensure that students are building the necessary foundational understandings.

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Developing Course Skills

Throughout the course, students will develop skills that are fundamental to the discipline of psychology. Students will benefit from multiple opportunities to develop these skills in a scaffolded manner.

The tables on the pages that follow look at each skill category and provide examples of tasks for each skill, along with sample activities and strategies for incorporating that skill into the course.

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Skill Category 1: Define, explain, and apply concepts, behavior, theories, and perspectives

Psychological theories and perspectives are ways of thinking about psychological concepts, principles, and processes. They are often developed from scientific research to help explain behavior and mental processes. Studying these theories and perspectives in the context of research and their related concepts, principles, and processes can help students distinguish between the various theories and perspectives. These theories and perspectives should be revisited throughout the course at appropriate times. Teachers can include examples that are accessible and interesting to students.

Explanation involves more than simply identifying or describing a psychological principle, process, concept, theory, or perspective; it requires discussion of how and/or why the concept, theory, or perspective applies to the situation or context. Students should practice explaining how a concept, theory, or perspective applies in a variety of contexts using their knowledge to accurately explain the application.

Skill Category 1: *Concept Understanding*

Skill	Key Tasks	Sample Activity	Instructional Strategies
1.A: *Define and/or apply concepts.*	▪ Describe characteristics, attributes, traits, and elements in defining terms and concepts. ▪ Classify concepts. ▪ Describe structures and functions. ▪ Describe patterns and trends. ▪ Identify steps/stages in a process. ▪ Describe steps/stages in a process. ▪ Explain the relationship between or among the steps/stages in a process. ▪ Explain the relevance or significance of processes and/or interactions. ▪ Describe causes and/or effects. ▪ Explain causes and/or effects. ▪ Explain the relationship between concepts. ▪ Explain the reasons for the relationship between concepts.	Have students learn brain anatomy by mapping the parts of the brain on a swim cap. Have them place a plain white swim cap on a Styrofoam head and then use a black marker to outline the parts of the brain to scale. Each part of the brain can be colored with a marker and then labeled.	▪ Graphic Organizer ▪ Manipulatives

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Skill Category 1: *Concept Understanding*

Skill	Key Tasks	Sample Activity	Instructional Strategies
1.B: *Explain behavior in authentic context.*	▪ Describe a behavior. ▪ Explain why a behavior is occurring in a particular context.	Use the Genetic Science Learning Center's Mouse Party Activity to help students understand the effects of drugs on neural transmission. There is an online worksheet that students can use to take notes as they go through the activity. Once students understand how drugs affect behavior, they can be asked questions such as, "How might a cognitive psychologist explain this behavior differently than a behavioral psychologist?"	▪ Misconception Check ▪ One-Minute Essay ▪ Jigsaw
1.C: *Apply theories and perspectives in authentic contexts.*	▪ Explain behavior from a biological (or an evolutionary) perspective. ▪ Explain behavior from a cognitive perspective. ▪ Explain behavior from a developmental perspective. ▪ Explain behavior from a social and personality perspective. ▪ Explain behavior from a clinical perspective.	Have students watch a TED talk about why we sleep or the benefits of sleep. Assign them to keep a sleep log for one to two weeks. The log can be kept manually or by using a free app that tracks sleep cycles. Students can then calculate the data and talk about any dreams they would like to share. Provide students with various dream scenarios and ask them to provide an explanation from each dream theory. Students can also write letters to the school administration about why school start times need to be later for teenagers.	▪ Think-Pair-Share ▪ Quickwrite

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Skill Category 2: Analyze and interpret quantitative data

Data is important because of the information it conveys about psychological concepts, theories, and perspectives. To understand the information conveyed, students should practice describing the data and then identifying and describing the patterns and trends in the data. These patterns and trends can make the data meaningful for the researcher and lead to the discovery and/or development of concepts, theories, and perspectives.

Researchers use data to understand behavior and mental processes. Students should practice making connections between given data and different psychological principles, processes, concepts, theories, and perspectives. Connecting the collection and construction of data to the analysis of data helps students understand the implications of the data and its relationship to psychological concepts, theories, and perspectives.

The appropriate statistic is determined by a number of factors, including the question being researched, the research method and design being used, and the information the researcher is seeking. Students should practice identifying the most appropriate descriptive statistic (e.g., mean, median, mode) for a given data set based on the research question, method, and design. They should also practice calculating each of the required descriptive statistics.

Skill Category 2: *Data Analysis*

Key Tasks	Sample Activity	Instructional Strategies
▪ Analyze the results of a research study. ▪ Connect the results of a research study to a psychological principle, process, concept, theory, or perspective. ▪ Use statistics to analyze data.	Give students a data table or graph from a research study of interest to them in the context of the current unit. First, ask them to identify specific data points and then have them describe the data presented in a graph, chart, or table. They should then be able to describe patterns and trends in the data. Using the data set, have them calculate the mean and identify the median and the mode. Students should then be able to describe a psychological principle, process, concept, theory, or perspective illustrated by the data.	▪ Graph and Switch ▪ Index Card Summaries/ Questions

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Skill Category 3: Analyze psychological research studies

In addition to the research question asked, the research method, design, and/or measure determines what conclusions can be drawn from data. Students should practice identifying the types of conclusions (e.g., correlation, causation) that can be drawn from each type of research method, design, and measure. They should also practice identifying possible research methods, designs, and measures based on conclusions.

Research design flaws can impact the data collected and the conclusions a researcher can draw. In order to identify a research design flaw, students should know the different research methods and designs and the types of conclusions that can be drawn from each. They should then compare the conclusions of a given researcher with their method and design to determine if there are flaws and, if so, what they are.

Once students identify a research design flaw, they should be able to explain why it is a flaw in order to explain how it can be corrected. To do this, they will rely on their knowledge about methods and designs and the conclusions one can draw from them.

Skill Category 3: *Scientific Investigation*

Key Tasks	Sample Activity	Instructional Strategies
▪ Identify the research method or design used. ▪ Describe ethical and/or research design flaws. ▪ Describe the appropriate use of a research method or design. ▪ Explain how ethical and/or research design flaws can be corrected. ▪ Explain why a research method or design is appropriate. ▪ Describe implications or limitations of the research. ▪ Explain why conclusions are or are not appropriate based on the method and/or design.	Have students evaluate a research study (select one of interest to your students) by identifying the hypothesis, methods, and results of the study. Then have them identify the conclusions and any alternative explanations. Lastly, have them describe how the design of the research plan can be improved.	▪ Fishbowl ▪ Debate ▪ Graphic Organizer

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AP PSYCHOLOGY

Exam Information

Exam Overview

The AP Psychology Exam assesses student understanding of the skills and learning targets outlined in the course framework. The exam is 2 hours long and includes 100 multiple-choice questions and 2 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Multiple-choice questions**	**100**	**66.7%**	**70 minutes**
II	**Free-response questions**	**2**	**33.3%**	**50 minutes**
	Question 1: Concept Application (7 points)			
	Question 2: Research Design (7 points)			

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The multiple-choice section of the AP Exam assesses the nine units of the course with the following exam weighting:

Units	Exam Weighting
Unit 1: Scientific Foundations of Psychology	**10–14%**
Unit 2: Biological Bases of Behavior	**8–10%**
Unit 3: Sensation and Perception	**6–8%**
Unit 4: Learning	**7–9%**
Unit 5: Cognitive Psychology	**13–17%**
Unit 6: Developmental Psychology	**7–9%**
Unit 7: Motivation, Emotion, and Personality	**11–15%**
Unit 8: Clinical Psychology	**12–16%**
Unit 9: Social Psychology	**8–10%**

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How Student Learning Is Assessed on the AP Exam

Section I: Multiple-Choice

All three skill categories assessed in the multiple-choice section of the AP Exam with the following exam weighting:

Skill Category	Exam Weighting
Skill Category 1: Concept Understanding	75–80%
Skill Category 2: Data Analysis	8–12%
Skill Category 3: Scientific Investigation	12–16%

Section II: Free-Response

Question 1: Concept Application assesses students' ability to explain behavior and apply theories and perspectives in authentic contexts. Skill Category 1 is assessed.

Question 2: Research Design assesses students' ability to analyze psychological research studies, including analyzing and interpreting quantitative data. All three skill categories are assessed, with an emphasis on Skill Category 3.

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Task Verbs Used in the Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Construct/Draw: Create a graph that illustrates or explains relationships or phenomena. Labels may or may not be required.

Define: Provide a specific meaning for a word or concept.

Describe: Provide the relevant characteristics of a specified topic.

Draw a conclusion: Use available information to formulate an accurate statement that demonstrates understanding based on evidence. Sometimes phrased as, "What is the most appropriate conclusion?"

Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning to support or qualify a claim. Explain "how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome; whereas, explain "why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify/State: Indicate or provide information about a specified topic, without elaboration or explanation.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP Psychology Exam and serve as examples of the types of questions that appear on the exam. After the sample questions is a table that shows which skill, learning target(s), and unit each question relates to. The table also provides the answers to the multiple-choice questions.

Section I: Multiple-Choice

1. Ivan Pavlov is best known for his research that involved pairing the ringing of a bell with the presentation of food. Food naturally caused the dogs to salivate, and eventually the dogs salivated to the sound of the bell alone. Pavlov named this phenomenon
   (A) cognitive development
   (B) classical conditioning
   (C) operant conditioning
   (D) humanism
   (E) behaviorism

2. Gestalt psychologists studied how
   (A) people see a triangle with missing corners as a complete triangle because of the principle of closure
   (B) giving someone a reward after a behavior increases the likelihood that the behavior will be repeated in the future because of the principle of positive reinforcement
   (C) pairing a neutral stimulus with a stimulus that reflexively produces a response eventually leads to the neutral stimulus producing the response because of the principles of classical conditioning
   (D) supporting someone no matter what they do leads to a strong self-concept for the person as a result of unconditional positive regard
   (E) dream analysis brings unconscious conflicts to the surface because of psychoanalytic principles

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3. One advantage of experiments over correlational studies is that experiments generally allow one to
   (A) study a large group of people
   (B) study changes in people over time
   (C) infer cause and effect
   (D) study an individual in depth
   (E) observe people in their natural setting

2, 3, 17, 10, 2, 3, 8, 2, 7

4. What is the mode of the set of scores above?
   (A) 2
   (B) 3
   (C) 6
   (D) 7
   (E) 15

5. The sympathetic nervous system is responsible for helping
   (A) David become aware of his thirst while running a marathon
   (B) Tamara transfer sensory information into the other parts of her brain
   (C) Riaesha get ready to fight or flee when seeing a bear
   (D) Anthony calm down after watching a scary movie
   (E) Jamika pull her hand back when she touches a hot stove

6. Many common antidepressants ease symptoms of depression by
   (A) inhibiting serotonin reuptake, which makes serotonin more available
   (B) inhibiting serotonin reuptake, which makes serotonin less available
   (C) releasing endorphins, which makes endorphins more available
   (D) inhibiting dopamine reuptake, which makes dopamine more available
   (E) inhibiting dopamine reuptake, which makes dopamine less available

7. Split-brain research has illustrated which of the following?
   (A) The right hemisphere of the brain is responsible for language in most people.
   (B) The left hemisphere of the brain is responsible for language in most people.
   (C) The occipital lobe is responsible for color vision.
   (D) The prefrontal cortex is responsible for thinking, planning, and decision making.
   (E) The brain functions normally after the corpus callosum is cut.

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8. Which of the following explains transduction?
   (A) The process by which sensory stimuli are converted into neural signals
   (B) The degree of stimulation needed for a signal to be detected 50 percent of the time
   (C) The difference in signal strength needed for that difference to be detected
   (D) The process by which a person's eyes adapt to the dark
   (E) The process by which a false negative is identified

9. Which of the following is the best example of the opponent process theory?
   (A) Fred stares at a green book for a minute, and then when he looks at a white page, he sees the color red.
   (B) The more time Stanley spends in the dark, the better he can see in the dark.
   (C) Esther can see all the colors of the leaves during the autumn.
   (D) When it gets brighter outside, Tyronne's pupils dilate.
   (E) Frances's irises are a different color than Wendy's irises.

10. Which of the following is the best example of a learning predisposition?
   (A) Pigeons can be trained to play tic-tac-toe.
   (B) Cats become quicker at escaping out of boxes with practice.
   (C) A chimpanzee suddenly realizes it can use a stick to retrieve an out-of-reach banana.
   (D) Rewarding a person for a behavior leads to an increase in that behavior.
   (E) It is easier to condition a person to be fearful of rats than of cars.

11. As Susie left for work, she said "goodbye" to her husband and slammed the door. The loud sound of the door made her husband flinch. After many mornings of hearing "goodbye" followed by a door slam, her husband flinches when he hears her say, "goodbye." In this scenario, hearing the word "goodbye" is the
   (A) unconditioned stimulus
   (B) conditioned stimulus
   (C) conditioned response
   (D) unconditioned response
   (E) positive reinforcer

12. Seven-year-old Raj never wants to clean his room, but his parents know how much he loves watching television. They tell him if he cleans his room, he'll get to watch his favorite television shows. According to operant conditioning theory, Raj is most likely to
   (A) refuse to clean his room
   (B) watch television without cleaning his room
   (C) scream at his parents
   (D) clean his room
   (E) lose interest in watching television

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13. Hermann Ebbinghaus' research would most likely predict that
    (A) it is possible to implant false memories about being lost in a shopping mall in participants' minds
    (B) children will learn best when they are challenged by a task that they cannot do on their own but can do with guidance
    (C) a student who only studies the night before a test will very rapidly forget most of the information studied after the test is over
    (D) cats can learn to free themselves from puzzle boxes and eventually become faster at freeing themselves
    (E) rats will learn to navigate mazes even if they are not given a reward

14. Which of the following occurs during long-term potentiation?
    (A) Memory improves because neural pathways are strengthened.
    (B) Rehearsal is used to keep information in short-term memory.
    (C) Mnemonic devices are used to help retrieve information.
    (D) Memories are formed as a result of transduction.
    (E) Information is more easily remembered as a result of deep processing.

15. Colleen received a score of 100 on an IQ test. The mean for the test is 100 and the standard deviation is 15. Assume the test had a normal distribution of scores. Colleen's score on the test was equal to or greater than the scores of what percent of people?
    (A) 100
    (B) 50
    (C) 68
    (D) 84
    (E) 15

Section II: Free-Response

The following are examples of the free-response questions found on the exam.

QUESTION 1: CONCEPT APPLICATION

Todd needs to visit his pediatrician, Dr. Lazarus, for his annual checkup. Todd is afraid to go to see Dr. Lazarus, because he has received shots in her office before. Todd's mother is ambivalent about bringing Todd to see Dr. Lazarus, because she knows he does not like it, but she brings him anyway. In order to entice Todd to go see the doctor, Todd's mother first asks Todd if he wants to go for a ride in the car. After he says yes, she asks him if he wants to go to the park that is near the doctor's office. Finally, she asks Todd if he would be good while they went to the doctor. Todd reluctantly agrees. Todd is cooperative while in the office, so Dr. Lazarus gives him a lollipop after the visit.

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Explain how each of the following concepts relates to the scenario.

- Conditioned response
- Episodic memory
- Positive reinforcement
- Amygdala
- Approach-avoidance conflict
- Secure attachment
- Foot-in-the-door phenomenon

QUESTION 2: RESEARCH DESIGN

A researcher was interested in studying whether participants who were angry would become less angry if they had a chance to release their anger. At 10:00 in the morning, 6 students met individually with a confederate named Steve. They were each asked to write an essay, which Steve evaluated. He told each student, "This is the worst essay I ever read." They were then asked to sit in a room quietly for 10 minutes. At 1:00 in the afternoon, a second group of 6 students each wrote an essay, and Steve once again said the essays were the worst he had ever read. This second group was then asked to punch a punching bag. After either sitting quietly or punching the punching bag, the students were given the opportunity to blast a horn when Steve entered the room. The researcher operationally defined anger as the length of time that the students blasted the horn. The researcher assumed students who were given an opportunity to punch the punching bag would be less likely to blast the horn in Steve's presence. The table below indicates how long, in seconds, each subject blasted the horn when Steve was present. Assume all differences are significant.

Sat Quietly	Punched Punching Bag
0	30
0	60
10	15
0	30
0	60
5	15

Part A

Identify each of the following in this study.

- Control group
- Confounding variable
- Independent variable

Part B

Explain how the concept of catharsis applies to this research study.

Explain whether or not the researcher's hypothesis was supported.

Describe how to correct one ethical flaw in this study.

Calculate the mean length of time the horn was blasted for the group that punched the punching bag.

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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Target	Unit
1	B	1.C	1.B	1
2	A	1.C	1.C	1
3	C	3	1.F	1
4	A	2	1.L	1
5	C	1.A	2.E	2
6	A	1.A	2.H	2
7	B	2	2.K	2
8	A	1.A	3.F	3
9	A	1.A	3.F	3
10	E	1.B	4.E	4
11	B	1.B	4.F	4
12	D	1.B	4.H	4
13	C	1.A	5.C	5
14	A	1.A	5.H	5
15	B	3	5.Q	5

Free-Response Question	Question Type	Skill	Learning Target	Unit
1	Concept Application	1.B, 1.C	2.I, 4.F, 4.H, 5.B, 5.I, 6.D, 9.E	2, 4, 5, 6, 9
2	Research Design	1.B, 2, 3	1.H, 1.I, 1.L, 1.N, 9.K	1, 9

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the **AP Psychology Exam Page** on AP Central.

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Scoring Guidelines

Question 1: Concept Application

Todd needs to visit his pediatrician, Dr. Lazarus, for his annual checkup. Todd is afraid to go to see Dr. Lazarus, because he has received shots in her office before. Todd's mother is ambivalent about bringing Todd to see Dr. Lazarus, because she knows he does not like it, but she brings him anyway. In order to entice Todd to go see the doctor, Todd's mother first asks Todd if he wants to go for a ride in the car. After he says yes, she asks him if he wants to go to the park that is near the doctor's office. Finally, she asks Todd if he would be good while they went to the doctor. Todd reluctantly agrees. Todd is cooperative while in the office, so Dr. Lazarus gives him a lollipop after the visit.

Explain how each of the following concepts relates to the scenario.

- Conditioned response
- Episodic memory
- Positive reinforcement
- Amygdala
- Approach-avoidance conflict
- Secure attachment
- Foot-in-the-door phenomenon

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General Scoring Notes

1. Answers should be presented in sentences cogent enough for the meaning of the response to come through. Spelling and grammatical mistakes do not reduce the score of a response, but spelling must be close enough that the reader is convinced of the word.
2. Do not score any notes made on the question section of the booklet. Score only what has been written in the blanks provided in the booklet.
3. Definitions alone are not acceptable, but they may be used to enhance the application.
4. Within a point, a student will not be penalized for misinformation unless it directly contradicts correct information that otherwise would have scored a point. A correct application with an incorrect definition is not considered a direct contradiction and will still earn the point.
5. Rubric examples provided for each point are not exhaustive.
6. Responses that simply repeat the terms from the question are not acceptable.
7. A response can earn a point only if it clearly conveys what part of the question is being answered. It may be possible to infer what part of the question is being answered if it is consistent with the order of the question.

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Scoring Guidelines for Question 1: Concept Application — 7 points

Learning Targets : 2.I 4.F 4.H 5.B 5.I 6.D 9.E

Conditioned Response — **1 point** 1.B

One point for a response that explains how Todd's fear of Dr. Lazarus is a conditioned response to the shots Todd previously received.

Acceptable explanations include:

- Todd is scared to see Dr. Lazarus because he associated the pain of the shots with Dr. Lazarus.
- Todd is exhibiting a conditioned response by being afraid of Dr. Lazarus. When he visited Dr. Lazarus in the past, pain was involved and now Todd thinks of pain whenever he thinks of Dr. Lazarus.

Episodic Memory — **1 point** 1.B

One point for a response that explains some aspect of either Todd remembering an autobiographical event OR Todd's mother remembering an autobiographical event.

Acceptable explanations include:

- Todd remembers when he visited the doctor last year and he received shots.
- Todd's mother knows how to get to the doctor's office because she remembers going there before.

Positive Reinforcement — **1 point** 1.B

One point for a response that indicates a reward being received for a behavior: in this example, Todd receiving a lollipop for cooperating with the doctor.

Acceptable explanations include:

- Todd received a lollipop from his doctor, which is an example of positive reinforcement.

Amygdala — **1 point** 1.B

One point for a response that indicates Todd's fear being partially a result of the activation of his amygdala.

Acceptable explanations include:

- Todd's amygdala (which is largely responsible for fearful emotions) was activated when he thought about going to see the doctor.

Approach-Avoidance Conflict — **1 point** 1.C

One point for a response that explains how Todd's mother was experiencing approach-avoidance conflict with regard to bringing Todd to the doctor

Acceptable explanations include:

- Todd's mother wanted to bring Todd to the doctor because she knew it was good for him, but she also didn't want to do it because last time he screamed when he got his shots.
- Todd's mother feels ambivalent about bringing Todd to the doctor. She feels torn because she knows she should, but, at the same time, she doesn't want Todd to be upset.

Unacceptable explanations include:

avoidance-avoidance conflict

- approach-approach conflict

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Secure Attachment — **1 point**

One point for a response that explains that Todd is exhibiting secure attachment by being cooperative at the doctor's office with his mother there. **1.C**

Acceptable explanations include:

- Todd has a secure attachment with his mother, so he is comforted by her presence and cooperates at the doctor's.
- Even though Todd is scared of Doctor Lazarus, his mother being there helps him feel better as he is a securely attached child.

Foot-in-the-Door Phenomenon — **1 point**

One point for a response that explains how Todd's mother gets him to agree to going to the doctor by asking him to comply with smaller requests first. **1.B**

Acceptable explanations include:

- Todd's mother gets Todd to agree to go to the doctor by first asking him if he will travel with her to locations close to the doctor's office.

Total for question 1 — **7 points**

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Question 2: Research Design

A researcher was interested in studying whether participants who were angry would become less angry if they had a chance to release their anger. At 10:00 in the morning, 6 students met individually with a confederate named Steve. They were each asked to write an essay, which Steve evaluated. He told each student, "This is the worst essay I ever read." They were then asked to sit in a room quietly for 10 minutes. At 1:00 in the afternoon, a second group of 6 students each wrote an essay, and Steve once again said the essays were the worst he had ever read. This second group was then asked to punch a punching bag. After either sitting quietly or punching the punching bag, the students were given the opportunity to blast a horn when Steve entered the room. The researcher operationally defined anger as the length of time that the students blasted the horn. The researcher assumed students who were given an opportunity to punch the punching bag would be less likely to blast the horn in Steve's presence. The table below indicates how long, in seconds, each subject blasted the horn when Steve was present. Assume all differences are significant.

Sat Quietly	Punched Punching Bag
0	30
0	60
10	15
0	30
0	60
5	15

Part A

Identify each of the following in this study.

- Control group
- Confounding variable
- Independent variable

Part B

Explain how the concept of catharsis applies to this research study.

Explain whether or not the researcher's hypothesis was supported.

Describe how to correct one ethical flaw in this study.

Calculate the mean length of time the horn was blasted for the group that punched the punching bag.

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Scoring Guidelines for Question 2: Research Design — 7 points

Learning Targets: 1.H 1.I 1.L 1.N 9.K

Part A

Control Group — **1 point**

One point for a response that identifies the control group as the group that sat quietly. 3

Confounding Variable — **1 point**

One point for a response that identifies the confounding variable as the time of day. 3

Acceptable explanations include:

- The students who participated in the experiment later in the day might have been more angry simply because it was later in the day."

Independent Variable — **1 point**

One point for a response that identifies the independent variable as whether the students punched the punching bag. 3

continued on next page

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Part B	All responses in Part B must explain, describe, or calculate data in respect to the research study conducted in the question.	
	Catharsis One point for a response that explains that students were supposed to experience the release of strong negative feelings by punching the punching bag. **Acceptable explanations include:** • The researcher thought by punching the bag, the students would experience catharsis and release their negative energy towards Steve. • The researcher got the students angry at Steve. The researcher thought those students that got to experience catharsis by punching the bag would have less anger towards Steve.	**1 point** 1.B
	Hypothesis One point for a response that explains that the researcher's hypothesis was not supported, as those students who punched the bag actually ended up honking the horn at Steve for longer periods of time. **Acceptable explanations include:** • The hypothesis was not supported. Those students who were given the opportunity to experience catharsis actually ended up angrier at Steve (which you can see because they blew the horn longer) in the end. • The researcher was incorrect. Students who got to take out their anger on the bag did the opposite of what the researcher thought and blasted the horn in Steve's face for a longer period of time than those who sat quietly.	**1 point** 2
	Ethical Flaws One point for a response that describes the need for debriefing the students, because the researcher used deception. **Acceptable descriptions include:** • It appears as if the researcher never debriefed the students. He used deception, so ethically he should debrief them. • This scenario never describes any sort of debriefing. The students were likely upset after Steve told them their essay was horrible. The researcher needs to debrief the students and explain to them the true reason for the study."	**1 point** 3
	Mean One point for calculating the mean to be 35. Unacceptable response: Just identification of the median or the mode.	**1 point** 3
	Total for question 2	**7 points**

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IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension