

AP Psychology Curriculum Map

Unit 1: Scientific Foundations of Psychology 10-14%			
Topic	Learning Target	Specific Content	Suggested Skill
1.1 Introducing Psychology	1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.		Apply theories and perspectives in authentic contexts.
	1.B Identify the research contributions of major historical figures in psychology	<ul style="list-style-type: none"> ● 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 ● 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.	<ul style="list-style-type: none"> ● 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 	

		<ul style="list-style-type: none"> ● 1.C.11 Sociocultural 	
	1.D Recognize the strengths and limitations of applying theories to explain behavior		
	1.E Distinguish the different domains of psychology.	<ul style="list-style-type: none"> ● 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 	
1.2 Research Methods in Psychology	1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.	<ul style="list-style-type: none"> ● 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 	Analyze psychological research studies.
	1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.		
1.3 The Experimental Method	1.H Identify independent, dependent, confounding, and control variables in experimental designs.		Analyze psychological research studies.
	1.I Describe how research design drives the reasonable conclusions that can be drawn.	<ul style="list-style-type: none"> ● 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. 	

		<ul style="list-style-type: none"> 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.		
1.4 Selecting a Research Method	1.K Predict the validity of behavioral explanations based on the quality of research design	<ul style="list-style-type: none"> 1.K.1 Confounding variables limit confidence in research conclusions 	Analyze psychological research studies.
1.5 Statistical Analysis in Psychology	1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.	<ul style="list-style-type: none"> 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) 	Analyze and interpret quantitative data.
	1.M Distinguish the purposes of descriptive statistics and inferential statistics.		
1.6 Ethical Guidelines in Psychology	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.	<ul style="list-style-type: none"> 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) 	

Key Terms: philosophy perspectives, physiological perspectives, Structuralism, Functionalism, Early Behaviorism, Gestalt, Psychoanalytic/psychodynamic, Humanistic, Evolutionary approach, Biological approach. Cognitive approach, Biopsychosocial approaches, Sociocultural, experiments, correlational studies, survey research, naturalistic observations, case studies, longitudinal studies, cross-sectional studies, operational definitions, independent variable, dependent variable,

confounding variable, control variable, random assignment, random sample, validity, descriptive statistics, measures of central tendency, variation, correlation coefficient, frequency distribution, positive skew, negative skew, inferential statistics, ethics, American Psychological Association, Local Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC)

Key Contributors: Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers,, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt

Unit 2: Biological Bases of Behavior 8-10%			
Topic	Learning Target	Specific Content	Suggested Skill
2.1 Interaction of Heredity and Environment	2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.		1.B Explain behavior in authentic context
	2.B Identify key research contributions of scientists in the area of heredity and environment	<ul style="list-style-type: none"> 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		
2.2 The Endocrine System	2.D Discuss the effect of the endocrine system on behavior.		1.A Define and/or apply concepts
2.3 Overview of the Nervous System and the Neuron	2.E Describe the nervous system and its subdivisions and functions.	<ul style="list-style-type: none"> 2.E.1 Central and peripheral nervous systems 	1.A Define and/or apply concepts.
	2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.		
2.4 Neural Firing	2.G Identify basic process of transmission of a signal between neurons.		1.A Define and/or apply concepts.
2.5 Influence of Drugs on Neural Firing	2.H Discuss the influence of drugs on neurotransmitters	<ul style="list-style-type: none"> 2.H.1 Reuptake mechanisms 2.H.2 Agonists 2.H.3 Antagonists 	1.A Define and/or apply concepts.
2.6 The Brain	2.I Describe the nervous system and its subdivisions and functions in the brain.	<ul style="list-style-type: none"> 2.I.1 Major brain regions 2.I.2 Lobes 2.I.3 Cortical areas 	1.A Define and/or apply concepts.

		<ul style="list-style-type: none"> 2.I.4 Brain lateralization and hemispheric specialization 	
	2.J Identify the contributions of key researchers to the study of the brain.	<ul style="list-style-type: none"> 2.J.1 Contributions of Paul Broca 2.J.2 Contributions of Carl Wernicke 	
2.7 Tools for Examining Brain Structure and Function	2.K Recount historic and contemporary research strategies and technologies that support research.	<ul style="list-style-type: none"> 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 Analyze and interpret quantitative data
	2.L Identify the contributions of key researchers to the development of tools for examining the brain.	<ul style="list-style-type: none"> 2.L.1 Contributions of Roger Sperry 	
2.8 The Adaptable Brain	2.M Discuss the role of neuroplasticity in traumatic brain injury.		1.A Define and/or apply concepts.
	2.N Identify the contributions of key researchers to the study of neuroplasticity.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> • 2.R.1 Contributions of William James, major figure in consciousness research • 2.R.2 Contributions of Sigmund Freud, major figure in consciousness research 	
2.9 Sleep and Dreaming	2.S Discuss aspects of sleep and dreaming.	<ul style="list-style-type: none"> • 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 	1.A Define and/or apply concepts.
<p>Key Terms: Nature & Nurture, heritability, endocrine system, Central and peripheral nervous systems, neuron, neural transmission, neurotransmitters, reuptake, agonists, antagonists, lobes, lateralization, hemispheres, case studies, split-brain, brain imaging, lesioning, autopsy, neuroplasticity, consciousness, psychoactive drugs, depressants, stimulants, hallucinogens, drug dependence, addiction, tolerance, withdrawal</p>			
<p>Key Contributors: Charles Darwin, Paul Broca, Carl Wernicke, Roger Sperry, Michael Gazzaniga, William James, Sigmund Freud</p>			

Unit 3: Sensation and Perception 6-8%

Topic	Learning Target	Specific Content	Suggested Skill
3.1 Principles of Sensation	3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.	<ul style="list-style-type: none"> ● 3.A.1 Gestalt principles ● 3.A.2 Depth perception ● 3.A.3 Top-down processing ● 3.A.4 Bottom-up processing 	1.A Define and/or apply concepts.
	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.	<ul style="list-style-type: none"> ● 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 	
3.2 Principles of Perception	3.D Discuss how experience and culture can influence perceptual processes.	<ul style="list-style-type: none"> ● 3.D.1 Perceptual set ● 3.D.2 Context effects ● 3.D.3 Schema 	1.B Explain behavior in authentic context.
	.E Discuss the role of attention in behavior		
3.3 Visual Anatomy	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	<ul style="list-style-type: none"> ● 3.F.1 Vision process ● 3.F.2 Concepts related to visual perception ● 3.F.3 Theories of color vision 	1.A Define and/or apply concepts.
	3.G Explain common sensory conditions.	<ul style="list-style-type: none"> ● 3.G.1 Visual and hearing impairments ● 3.G.2 Synesthesia 	
3.4 Visual Perception	3.H Explain the role of top-down processing in producing vulnerability to		1.B Explain behavior in authentic context.

	illusion		
3.5 Auditory Sensation and Perception	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.	<ul style="list-style-type: none"> • 3.I.1 Hearing process 	1.B Explain behavior in authentic context.
3.6 Chemical Senses	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 sense	<ul style="list-style-type: none"> • 3.J.1 Taste • 3.J.2 Smell 	Suggested Skill: 3 Analyze psychological research studies.
3.7 Body Senses	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.	<ul style="list-style-type: none"> • 3.K.1 Body sense: touch • 3.K.2 Body sense: pain • 3.K.3 Body sense: vestibular • 3.K.4 Body sense: kinesthesia 	1.A Define and/or apply concepts.
<p>Key Terms: Gestalt principles, depth perception, top-down processing, bottom-up processing, transduction, absolute threshold, difference threshold, signal detection, sensory adaptation, attention, perceptual set, context effects, schema, visual perception, color vision, synesthesia, hearing, taste, smell, touch, pain, vestibular sense, kinesthesia</p>			
<p>Key Contributors: Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel</p>			

Unit 4: Learning 7-9%

Topic	Learning Target	Specific Content	Suggested Skill	
4.1 Introduction to Learning	4.A Identify the contributions of key researchers in the psychology of learning.	<ul style="list-style-type: none"> ● 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 	1.B Explain behavior in authentic context.	
	4.B Interpret graphs that exhibit the results of learning experiments.			
	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.			
4.2 Classical Conditioning	4.F Describe basic classical conditioning phenomena.	<ul style="list-style-type: none"> ● 4.F.1 Acquisition ● 4.F.2 Extinction ● 4.F.3 Spontaneous recovery 	1.B Explain behavior in authentic context.	

		<ul style="list-style-type: none"> ● 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	
4.3 Operant Conditioning	4.H Predict the effects of operant conditioning.	<ul style="list-style-type: none"> ● 4.H.1 Positive reinforcement ● 4.H.2 Negative reinforcement ● 4.H.3 Positive punishment ● 4.H.4 Negative punishment 	1.B Explain behavior in authentic context.
	4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning		
4.4 Social and Cognitive Factors in Learning	4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems		1.B Explain behavior in authentic context.
<p>Key Contributors: Albert Bandura, Ivan Pavlov, Robert Rescorla, B.F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson, John Garcia</p>			

Unit 5: Cognitive Psychology 12-16%

Topic	Learning Target	Specific Content	Suggested Skill
5.1 Introduction to Memory	5.A Compare and contrast various cognitive processes.	<ul style="list-style-type: none"> ● 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 	1.A Define and/or apply concepts.
	5.B Describe and differentiate psychological and physiological systems of memory	<ul style="list-style-type: none"> ● 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 	
	5.C Identify the contributions of key researchers in cognitive psychology.	<ul style="list-style-type: none"> ● 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 	
5.2 Encoding	5.D Outline the principles that underlie construction and encoding of memories.		1.B Explain behavior in authentic context
5.3 Storing	5.E Outline the principles that underlie effective storage of memories.		1.B Explain behavior in authentic context.
5.4 Retrieving	5.F Describe strategies for retrieving memories.	<ul style="list-style-type: none"> ● 5.F Describe strategies for retrieving memories. 	
5.5 Forgetting and Memory Distortion	5.G Describe strategies for memory improvement and typical memory errors		1.B Explain behavior in authentic context.
5.6 Biological Bases of Memory	5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.		1.A Define and/or apply concepts.

5.7 Introduction to Thinking and Problem Solving	5.I Identify problem-solving strategies as well as factors that influence their effectiveness		1.A Define and/or apply concepts.
	5.J List the characteristics of creative thought and creative thinkers.		
5.8 Biases and Errors in Thinking	5.K Identify problem-solving strategies as well as factors that create bias and errors in thinking.		1.B Explain behavior in authentic context.
5.9 Introduction to Intelligence	5.L Define intelligence and list characteristics of how psychologists measure intelligence.	<ul style="list-style-type: none"> ● 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 	1.C Apply theories and perspectives in authentic contexts.
	5.M Discuss how culture influences the definition of intelligence		
	5.N Compare and contrast historic and contemporary theories of intelligence.	<ul style="list-style-type: none"> ● 5.N.1 Charles Spearman, intelligence theorist ● 5.N.2 Howard Gardner, intelligence theorist ● 5.N.3 Robert Sternberg, intelligence theorist 	
	5.O Identify the contributions of key researchers in intelligence research and testing.	<ul style="list-style-type: none"> ● 5.O.1 Contributions of Alfred Binet, key researcher in intelligence ● 5.O.2 Contributions of Francis Galton, key researcher in intelligence ● 5.O.3 Contributions of Howard Gardner, key researcher in intelligence ● 5.O.4 Contributions of Charles Spearman, key researcher in intelligence ● 5.O.5 Contributions of Robert Sternberg, key researcher in intelligence ● 5.O.6 Contributions of Lewis Terman, key researcher in intelligence 	

		<ul style="list-style-type: none"> 5.O.7 Contributions of David Wechsler, key researcher in intelligence 	
5.10 Psychometric Principles and Intelligence Testing	5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.		3 Analyze psychological research studies
	5.Q Interpret the meaning of scores in terms of the normal curve.		
	5.R Describe relevant labels related to intelligence testing.	<ul style="list-style-type: none"> 5.R.1 Gifted 5.R.2 Intellectual disability 	
5.11 Components of Language and Language Acquisition	5.S Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.		1.C Apply theories and perspectives in authentic contexts
	5.T Debate the appropriate testing practices, particularly in relation to culture-fair test uses.		
<p>Key Contributors: Noam Chomsky, Hermann Ebbinghaus, Wolfgang Kohler, Elizabeth Loftus, George A. Miller, Charles Spearman, Howard Gardner, Robert Sternberg, Alfred Binet, Francis Galton, Lewis Terman, David Wechsler</p>			

Unit 6: Developmental Psychology 7-9%			
Topic	Learning Target	Specific Content	Suggested Skill
6.1 The Lifespan and Physical Development in Childhood	6.A Explain the process of conception and gestation, including factors that influence successful prenatal development.	<ul style="list-style-type: none"> 6.A.1 Nutrition 6.A.2 Illness 6.A.3 Substance abuse 6.A.4 Teratogens 	3 Analyze psychological research studies.
	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.		
6.1 The Lifespan and Physical Development in Childhood	6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.		1.C Apply theories and perspectives in authentic contexts.
	6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.	<ul style="list-style-type: none"> 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 	

		<ul style="list-style-type: none"> 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.		
6.3 Cognitive Development in Childhood	6.H Explain the maturation of cognitive abilities (Piaget’s stages, Information process).		1.C Apply theories and perspectives in authentic contexts.
	6.I Identify the contributions of major researchers in the area of cognitive development in childhood.	<ul style="list-style-type: none"> 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 	
6.4 Adolescent Development	6.J Discuss maturational challenges in adolescence, including related family conflicts.		1.B Explain behavior in authentic context
6.5 Adulthood and Aging	6.K Characterize the development of decisions related to intimacy as people mature.		1.C Apply theories and perspectives in authentic contexts.
	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.	<ul style="list-style-type: none"> 6.M.1 Contributions of Erik Erikson, key researcher in the area of lifespan development 	
6.6 Moral Development	6.N Identify the contributions of major researchers in the area of moral development.	<ul style="list-style-type: none"> 6.N.1 Contributions of Carol Gilligan 6.N.2 Contributions of Lawrence Kohlberg 	3 Analyze psychological research studies.
	6.O Compare and contrast models of moral development.		
6.7 Gender and Sexual Orientation	6.P Describe how sex and gender influence socialization and other aspects of development.		1.A Define and/or apply concepts.
<p>Key Contributors: Lev Vygotsky, Jean Piaget, Erik Erikson, Carol Gilligan, Lawrence Kohlberg, Albert Bandura, Diana Baumrind, Konrad Lorenz, Harry Harlow, Mary Ainsworth</p>			

Unit 7: Motivation, Emotion, and Personality 11-15%

Topic	Learning Target	Specific Content	Suggested Skill
7.1 Theories of Motivation	7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	<ul style="list-style-type: none"> ● 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 	3 Analyze psychological research studies
	7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 7.C.1 Motivation system: eating ● 7.C.2 Motivation system: sex ● 7.C.3 Motivation system: social 	
	7.D Identify contributions of key researchers in the psychological field of motivation and emotion.	<ul style="list-style-type: none"> ● 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 	
7.2 Specific Topics in Motivation	7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.		1.A Define and/or apply concepts.
7.3 Theories of Emotion	7.F Compare and contrast major theories of emotion.	<ul style="list-style-type: none"> ● 7.F.1 James–Lange Theory ● 7.F.2 Cannon–Bard Theory ● 7.F.3 Schachter two-factor theory 	1.C Apply theories and perspectives in

		<ul style="list-style-type: none"> ● 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 	authentic contexts.
	7.G Describe how cultural influences shape emotional expression, including variations in body language.		
7.4 Stress and Coping	7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.	<ul style="list-style-type: none"> ● 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 	1.A Define and/or apply concepts.
7.5 Introduction to Personality	7.I Describe and compare research methods that psychologists use to investigate personality.	<ul style="list-style-type: none"> ● 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 	3 Analyze psychological research studies
	7.J Identify the contributions of major researchers in personality theory.	<ul style="list-style-type: none"> ● 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 	
7.6 Psychoanalytic Theories of Personality	7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality		1.C Apply theories and perspectives in authentic contexts.

7.7 Behaviorism and Social Cognitive Theories of Personality	7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality		1.C Apply theories and perspectives in authentic contexts.
7.8 Humanistic Theories of Personality	7.M Compare and contrast humanistic theories of personality with other theories of personality.		1.C Apply theories and perspectives in authentic contexts.
	7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.	<ul style="list-style-type: none"> ● 7.N.2 Collectivistic versus individualistic cultures 	
7.9 Trait Theories of Personality	7.O Compare and contrast trait theories of personality with other theories of personality.		1.C Apply theories and perspectives in authentic contexts.
7.10 Measuring Personality	7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.	<ul style="list-style-type: none"> ● 7.P.1 Personality inventory ● 7.P.2 Projective tests 	1.C Apply theories and perspectives in authentic contexts.

Key Terms: Instincts, incentives, intrinsic motivation, extrinsic motivation, overjustification effect, self-efficacy, achievement motivation, drive reduction theory, arousal theory, Yerkes-Dodson law, evolutionary theory, maslow’s theory, cognitive dissonance theory, needs, drives, homeostasis, James-Lange Theory, Cannon-Bard Theory, Case studies, surveys, personality inventories, psychoanalytic, collectivistic cultures, individualistic cultures, projective tests

Key Contributors: William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye, Richard Lazarus, Joseph LeDoux, Paul Ekman, Alfred Adler, Albert Bandura, Paul Costa, Robert McCrae, Sigmund Freud, Carl Jung, Carl Rogers

Unit 8: Clinical Psychology 12-16%

Topic	Learning Target	Specific Content	Suggested Skill
8.1 Introduction to Psychological Disorders	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		1.A Define and/or apply concepts.
	8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.		
	8.C Discuss the intersection between psychology and the legal system.	<ul style="list-style-type: none"> • 8.C.1 Confidentiality • 8.C.2 Insanity defense 	
8.2 Psychological Perspectives and Etiology of Disorders	8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.		1.C Apply theories and perspectives in authentic contexts.
	8.E Identify the positive and negative consequences of diagnostic labels.	<ul style="list-style-type: none"> • 8.E.1 The Rosenhan Study 	
8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders	8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive		1.B Explain behavior in authentic context.

	disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms		
8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders	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		1.B Explain behavior in authentic context.
8.5 Trauma- and Stressor Related, Dissociative, and Somatic Symptom and Related Disorders	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.		1.B Explain behavior in authentic context
8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders	8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.		
8.7 Introduction to Treatment of Psychological Disorders	8.J Describe the central characteristics of psychotherapeutic intervention.		1.A Define and/or apply concepts.
	8.K Identify the contributions of major figures in psychological	<ul style="list-style-type: none"> 8.K.1 Contributions of Aaron Beck, major figure in psychological treatment 	

	treatment.	<ul style="list-style-type: none"> ● 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 	
8.8 Psychological Perspectives and Treatment of Disorders	8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.	<ul style="list-style-type: none"> ● 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 	1.C Apply theories and perspectives in authentic contexts.
	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.		
8.9 Treatment of Disorders from the Biological Perspective	8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.		3 Analyze psychological research studies

<p>8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders</p>	<p>8.Q Compare and contrast different treatment methods.</p>	<ul style="list-style-type: none"> ● 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 	<p>3 Analyze psychological research studies.</p>
<p>Key Terms: Diagnostic and Statistical Manual of Mental Disorders (DSM), American Psychiatric Association, confidentiality, insanity defense, psychological disorders, diagnostic labels , neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, psychosis, anxiety disorders, bipolar disorder, depressive disorders, obsessive-compulsive disorders, dissociative disorders, somatic symptom, eating disorders, personality disorders, treatment (behavioral, cognitive, humanistic, psychodynamic, cognitive-behavioral, sociocultural), individual therapy, group therapy, rational-emotive method, psychoanalytic/psychodynamic method, client-centered method, cognitive method, behavioral method, sociocultural method, biopsychosocial method, cognitive-behavioral method</p>			
<p>Key Contributors: Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B.F. Skinner, Joseph Wolpe</p>			
<p>Key Studies: The Rosenhan Study</p>			

Unit 9: Social Psychology 8-10%			
Topic	Learning Target	Specific Content	Suggested Skill
9.1 Attribution Theory and Person Perception	9.A Apply attribution theory to explain motives.	<ul style="list-style-type: none"> ● 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 	1.C Apply theories and perspectives in authentic contexts
	9.B Articulate the impact of social and cultural categories on self-concept and relations with others	<ul style="list-style-type: none"> ● 9.B.1 Gender ● 9.B.2 Race ● 9.B.3 Ethnicity 	
	9.C Anticipate the impact of self-fulfilling prophecy on behavior		
9.2 Attitude Formation and Attitude Change	9.D Identify important figures and research in the areas of attitude formation and change.	<ul style="list-style-type: none"> ● 9.D.1 Leon Festinger 	3 Analyze psychological research studies.
	9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	<ul style="list-style-type: none"> ● 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 	
9.3 Conformity, Compliance, and Obedience	9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.	<ul style="list-style-type: none"> ● 9.F.1 Contributions of Solomon Asch ● 9.F.2 Contributions of Stanley Milgram ● 9.F.3 Contributions of Philip Zimbardo 	3 Analyze psychological research studies.
	9.G Explain how individuals respond to expectations of others, including groupthink,		

	conformity, and obedience to authority.		
9.4 Group Influences on Behavior and Mental Processes	9.H Describe the structure and function of different kinds of group behavior.		1.B Explain behavior in authentic context.
	9.I Predict the impact of the presence of others on individual behavior.	<ul style="list-style-type: none"> ● 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 	
9.5 Bias, Prejudice, and Discrimination	9.J Describe processes that contribute to differential treatment of group members.	<ul style="list-style-type: none"> ● 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 	1.B Explain behavior in authentic context.
9.6 Altruism and Aggression	9.K Describe the variables that contribute to altruism and aggression.		1.B Explain behavior in authentic context.
9.7 Interpersonal Attraction	9.L Describe the variables that contribute to attraction.		
<p>Key Terms: Fundamental attribution error, Self-serving bias, False consensus effect, Confirmation bias, Just-world hypothesis, Halo effect, Gender, Race, Ethnicity, self-fulfilling prophecy, Central route to persuasion, Peripheral route to persuasion, Cognitive dissonance, Elaboration likelihood model, conformity, compliance, and obedience, groupthink, group behavior, Bystander effect, Social facilitation, Social inhibition, Group polarization, Deindividuation, Diffusion of responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps,</p>			

Prisoner's dilemma, Conflict resolution, Superordinate goals, Ethnocentrism, Prejudice, Bias, Discrimination, Scapegoat theory, Stereotype, Out-group homogeneity bias, Mere-exposure effect, Altruism, Aggression, Attraction

Key Figures: Philip Zimbardo, Stanley Milgram, Solomon Asch, Leon Festinger

Key Study: Solomon Asch Conformity Study, Stanley Milgram Obedience Study, Philip Zimbardo Stanford Prison Experiment