

Ms. Roth

AP Psychology Syllabus *updated curricular requirements 2025-2026*

Room C-10*/Google Classroom

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Classroom motto: *LISTEN, THINK, and TRY!*

Welcome to AP Psychology!

Course Description and Purpose:

The AP Psychology course is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. You will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. You will also learn about the ethics and methods psychologists use in their science and practice. AP Psychology is two semesters and will provide you with a learning experience equivalent to that obtained in most one-semester college introductory psychology courses. AP will enable you to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. AP teachers work closely with their students, providing them with the opportunity to reason, analyze, and understand concepts for themselves. As a result, AP students often develop new confidence in their academic abilities and discover previously unknown capacities for college studies and academic success.

Course Objectives

1. Students will prepare to do acceptable work on the AP Psychology Examination.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.
4. Students will develop critical thinking skills.

Revised AP Exam information

Curricular Requirement 1

Textbook- students will have access to a college-level textbook

Textbook: Myers, David G. Psychology, 6th ed. New York: Worth, 2001.

Supplementary Materials- Students will have access to college-level resources **CR1**

Academic journals, case studies, online media, and other resources are utilized to enrich the topic.

AP Support & Resources: AP Psychology Classroom- Resource folder

The Resource folder provides a variety of resources and tools to get resources and feedback

f Unit Study Guides f , Personal Progress Checks f , Progress Dashboard

f AP Question Bank f AP Test practice

Recommended Materials & Study Tools

- *Barron's AP Psychology- 8th Edition* (7th and 6th editions are also suitable- you do not need the CD-ROM). Quick link to Amazon: <https://tinyurl.com/yyc43tyn>)
- Barron's Flashcards (<https://tinyurl.com/y9ab9b4l>)
- Cracking the AP Psychology Exam (<https://tinyurl.com/y37d8bvx>)
- 5 Steps to a 5 (<https://tinyurl.com/y2jh4kzp>)
- www.quizlet.com: a website where you can create your online flashcards, OR you can use already created flashcards
- Psychology Crash Course on YouTube (<https://tinyurl.com/klykfnu>)

Supplies

1. The textbook for the course is the 6th edition of *Psychology for AP* by David G. Myers.
2. Chromebook to access the Google Classroom class with all assignments and resources.

Please create a folder in your Google Drive that is solely for AP Psychology, and that you bring to class every day. It should have dividers for each unit of study (see below). Keep EVERYTHING that you are given or that you create in this class. Keep all exams. To help study for the AP exam, you will need Google Classroom assignments, your notecards, and the notebook.

The AP Exam-Purpose

The AP exam in Psychology will take place

AP Exams are free this year, so that we will sign up as a class. :)

Students who pass the exam are eligible for college credit at many institutions. The purpose of this AP

Psychology course is to introduce students to the study of the behavior and mental processes of the human brain.

This class will prepare students for the AP Psychology Exam

<https://apcentral.collegeboard.org/media/pdf/ap-psychology-course-and-exam-description.pdf>

The AP Psychology Exam is:

* Multiple Choice Section: 100 questions, 70 minutes * Free Response Section: 2 essay questions, 50 minutes total

*Highlights of the Revised 2024-2025 AP Psychology Exam

The exam will have fewer multiple-choice questions, and each multiple-choice question will have four answer choices instead of five.

The exam will include two new free-response questions (FRQs) that more authentically assess a diverse set of skills.

The exam will be administered digitally- the date is TBD.

<https://www.appracticeexams.com/ap-psychology/practice-exams/>

<https://practicequiz.com/ap-psychology-exam-prep>

Detailed information on the exam, the benefits of AP coursework, and other helpful information can be found at:

<https://apstudent.collegeboard.org/home>

Units of Instruction Exam Weighting

Unit 1: Biological Bases of Behavior 15–25%

Unit 2: Cognition 15–25%

Unit 3: Development and Learning 15–25%

Unit 4: Social Psychology and Personality 15–25%

Unit 5: Mental and Physical Health 15–25%

AP Psychology information

When taking AP Psychology, you will challenge yourself academically and also find out about yourself! Recent studies have found tremendous benefits to high school AP courses. Here are just a few: 1. When students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. 2. Students who take AP courses have much higher college graduation rates than students with the same academic abilities who do not have that valuable AP experience in high school. 3. AP Psychology students who earned a grade of 4 or 5 on the AP Exam outscored college students who earned grades of A in their introductory courses. 4. AP Psychology students who earned a grade of 3 on the exam outscored college students who earned grades of B in their introductory courses.

AP Psychology Curricular Requirements

CR1 The teacher and students have access to college-level resources, including a recently published (within the last 10 years) college-level textbook(s) in print or electronic format.

CR2 The course provides opportunities to develop student understanding of the required content outlined in each of the five units described in the current AP Psychology Course and Exam Description.

CR3 The course provides opportunities for students to develop an understanding of the course content related to Science Practice 1: Concept Application.

CR4 The course provides opportunities for students to develop an understanding of the course content related to Science Practice 2: Research Methods & Design.

CR5 The course provides opportunities for students to develop an understanding of the course content related to Science Practice 3: Data Interpretation.

CR6 The course provides opportunities for students to develop an understanding of the course content related to Science Practice 4: Argumentation.

AP Psychology Course Content

Course Content Curricular Requirement 2: The course provides opportunities to develop student understanding of the required content outlined in each of the five units described in the current AP Psychology Course and Exam Description.

Course Content CR2

Unit 1 – Biological Bases of Behavior

■ Heredity and Environment 1.1 ■ Overview of the Nervous System 1.2 ■ The Neuron and Neural Firing 1.3 ■ Brain Structure and Function 1.4 ■ Consciousness and Sleep 1.5 ■ Sensation 1.6

Unit 2 – Cognition

■ Perception 2.1 ■ Thinking, Problem-Solving, Judgements, and Decision-Making 2.2 ■ Memory 2.3–2.7 ■ Intelligence, Testing, and Achievement 2.8

Unit 3 – Developmental and Learning

■ Developmental Psychology 3.1 ■ Physical Development Across the Lifespan 3.2 ■ Gender and Sexual Orientation 3.3 ■ Cognitive Development Across the Lifespans 3.4 ■ Communication and Language Development 3.5 ■ Social-Emotional Development Across the Lifespan 3.6 ■ Classical Conditioning 3.7 ■ Operant Conditioning 3.8 ■ Social, Cognitive, Neural Factors in Learning 3.9

Unit 4 – Social and Personality

■ Attribution Theory and Person Perception 4.1 ■ Attitude Formation and Attitude Change 4.2 ■ Psychology of Social Situations 4.3 ■ Personality (Introduction, Psychoanalytic, Humanistic, Social-Cognitive, and Trait) 4.4–4.6 ■ Motivation and Emotion 4.7 & 4.8

Unit 5 – Physical and Mental Health

■ Health Psychology 5.1 ■ Positive Psychology 5.2 ■ Disorders 5.3 & 5.4 ■ Treatment 5.5

In keeping with AP Psychology’s new dual designation as both a science and a social science, its four science practices align with the other AP sciences: Argumentation, Research Methods, and Data Interpretation.

1. Content Application
2. Research Methods and Design
3. Data Interpretation
4. Argumentation

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. Below are descriptions of the skills with examples of activities:

1. **Course Skill 1:** Define, explain, and apply concepts, behavior, theories, and perspectives.
 - Students will use an interactive game called “Mouse Party” to study the brain under the influence of drugs while looking into the brains of mice. This will help students understand the effects of drugs on neural transmission.
 - Students will watch a documentary and apply perspectives of psychology with evidence related to the interactions of the characters in the film.
2. **Course Skill 2:** Analyze and interpret quantitative data.
 - Students will analyze various research studies and draw conclusions regarding mean, median, mode, statistical significance, and percentiles.
 - Students will graph given data and use the data to develop a strategy for application to resolve a problem or address a stated situation.
3. **Course Skill 3:** Analyze psychological research studies.
 - Students will work in groups to analyze research conducted as part of the Social Psychology unit. The studies will be analyzed for components including the hypothesis of the researcher, methodology, results, ethics, replication, and criticisms.
 - Students will work with a partner to read research studies in a “gallery walk” style and determine the type of experimental method used, as well as ethical dilemmas.

AP Psychology Science Practices and Course Activities C3, CR4,CR5,CR6

Course Sequence, Activities, and Outline of Topics

Below you will find the AP Psychology science practices and Course Activities. These practices form the basis of the AP Exam and will be taught throughout the course.

Curricular Requirement 3 :

Practice 1 – Concept Application CR3: Students will demonstrate their understanding of cognitive thinking and biases by creating memes to explain cognitive principles. (The description includes the content students will apply in the activity. Each activity is labeled. The course outline below explains and applies psychological perspectives, theories, concepts, and research findings.

Curricular Requirement 4 :

Practice 2 – Research Methods and Design CR4 Students will evaluate qualitative and quantitative research methods and study designs. The description states what research methods and/or design elements students will apply in the activity or series of activities. Each activity or series of activities must be labeled (e.g., “SP2,” “Practice 2,” “Science Practice 2”).

Curricular Requirement 5 :

Practice 3 – Data Interpretation CR5 Evaluate representations of psychological concepts depicted in quantitative research (graphs, charts, tables, figures, and diagrams) and in qualitative research. The description states what students will identify, calculate, or interpret in the activity or series of activities. Each activity or series of activities must be labeled (e.g., “SP3,” “Practice 3,” “Science Practice 3”).

Curricular Requirement 6:

Practice 4 – Argumentation CR:6 Develop and justify psychological arguments using evidence. The description states that students are proposing a claim or supporting or refuting an existing claim using evidence an activity or series of activities. Each activity or series of activities must be labeled (e.g., “SP4,” “Practice 4,” “Science Practice 4”)

AP Psychology Science Practices and Course Activities

First Quarter

Unit 1: Biological Basis of Behavior

- 1.1 Interaction of Heredity and Environment

Explain the relationship between heredity and environment in shaping behavior and mental processes.

Science Practices 1.A and 2.A Course Activity: *Students will be given the opportunity to analyze confirmed cases of “feral children” and twin studies to explain the impact of the environment on physical and cognitive development, as well as behavior.*

- 1.2 Overview of the Nervous System

Differentiate among the subsystems of the human nervous system and their functions.

Science Practices 1.A and 3.A Course Activity: *Students will chart the divisions of the human nervous system and give examples of physical behaviors related to each division.*

- 1.3 The Neuron and Neural Firing

Explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes. Explain how the basic process of neural transmission is related to behavior and mental processes. Explain how psychoactive drugs affect behavior and mental processes.

Science Practices 1. A, 2. A, and 3.A Course Activity: *Students will create individual models of a neuron using pipe cleaners and plastic beads and combine them to create a “class” nerve. Students will then participate in a class experiment to test the speed of neural transmission. They will identify the type of research being conducted and associated research concepts. Students will then plot the experiment data points and compare their findings with those in other classes/groups.*

- 1.4 The Brain

Explain how the structures and functions of the brain apply to behavior and mental processes.

Science Practice 1. A, 2 .C, 2.D, and 3.A Course Activity: *Students will create and label a color-coded diagram of brain structures and include behavioral components of those structures. Students will analyze cases of brain trauma and the corresponding behavioral changes, as well as ethical responsibilities in historical cases of brain injury. Students will evaluate scenarios of brain trauma and decide which areas or structures of the brain are damaged based on behavioral changes.*

- 1.5 Sleep

Explain how the sleep/wake cycle affects behavior and mental processes throughout the day and night.

Science Practices 1. B, 2 .C, 2.D, and 4.A Course Activity: *Students will explain how modern society impacts the amount and quality of sleep teens are expected to get each night and the ramifications of sleep deprivation. Students will collect data on their sleep routines and track their energy levels and moods in the form of a personal sleep log over the course of ten days. Students will then analyze their own data and look for correlations between their sleep quantity and quality and their energy levels and mood. Students will also read two articles related to teen sleep needs and the start time of school (one article in support of adjusting school start time to support better sleep schedules for students and one article against adjusting school start time). Students will then reflect on their reading and take a stance either for or against adjusting the school start time and support their claim with evidence from the articles and/or their personal sleep log data.*

- 1.6 Sensation

Explain how the process of sensation is related to behavior and mental processes. Explain how the structures and functions of the visual sensory system relate to behavior and mental processes. Explain how the structures and functions of the auditory sensory system relate to behavior and mental processes. Explain how the structures and functions of the chemical sensory systems relate to behavior and mental processes. Explain how the structures and

functions of the touch sensory system relate to behavior and mental processes. Explain how the structures and functions of the pain sensory system relate to behavior and mental processes. Explain how the structures and functions that maintain balance (vestibular) and body movement (kinesthetic) relate to behavior and mental processes.

Science Practices 1. A, 2. B, 3 .B, and 3. C Course Activity: Students will label a diagram of an ear and an eye, and relate that to which brain structures are also involved in that sensation. Students will participate in a “sensory fair” which includes several different “stations”, each relating to one of their senses. Students will collect data points and perform activities that are designed to test their senses. For example: two-point thresholds, monocular cues, depth perception, ball toss, auditory location, etc. Students will compile their data and combine it with their peers. Finally, students calculate the central tendency for class data.

Second Quarter

Unit 2: Cognition

- 2.1 Perception

Explain how internal and external factors influence perception. Explain how visual perceptual processes produce correct or incorrect interpretations of stimuli.

Science Practices 1. B and 3.A Course Activity: Students will explain how different cultures and socio-economic groups perceive environmental stimuli, as well as examine the evolutionary theories surrounding male and female perception of auditory stimuli. Students will identify Gestalt principles and illusions in daily life.

- 2.2 Thinking, Problem-Solving, Judgments, and Decision Making

Explain how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.

Science Practices 1. B and 2. C Course Activities: Students will explain how culture impacts our abilities to problem-solve and overcome functional fixedness. Students will evaluate psychological research in which participants were required to make a decision, and how the environment and presence of others affected their decision.

- 2.3 Introduction to Memory

Explain how the types, structures, and processes of memory work.

Science Practices 1.A and 2.A Course Activity: Students will chart the Stage Model of Memory and examine Ebbinghaus’ research on memory.

- 2.4 Encoding Memories

Explain how different encoding processes work to get information into memory.

Science Practices 1.A, 2.B, and 3.B Course Activity: Students will apply different encoding techniques to learning a set of information and chart their results. Students will analyze their data and calculate the central tendencies for the class to determine which encoding strategy was the most effective.

- 2.5 Storing Memories

Explain how memory storage processes retain information in memory.

Science Practices 1.A and 2. C Course Activity: Students will attempt to encode as many digits of pi as they can in a given time frame. Students will then recite pi, analyze their memory storage success rate, and apply the concepts of memory storage limitations and interference.

- 2.6 Retrieving Memories

Explain how memory retrieval processes get information out of memory.

Science Practices 1. A, 3 . A, and 3. C Course Activities: *Students will attempt to recall the names of the Seven Dwarfs from Snow White with no retrieval cues. Then, students will be given a list of names and similar names to identify the remaining dwarfs' names. Students will compare the ease of retrieval with and without retrieval cues.*

- 2.7 Forgetting and Other Memory Challenges

Explain possible reasons why memory failure or errors may occur.

Science Practices 1. A, 2 .B, and 4.A Course Activities: *Students will analyze the research of Elizabeth Loftus's Lost in the Mall scenarios and Car Crash experiments. Students will analyze how fragile memory can be and apply this to the fragility of eyewitness testimony. Students will review research articles on the weapons-focused effect and examine the problems with wrongful convictions based on eyewitness testimony. Students will then write a claim on the validity of eyewitness testimony and whether it should be admissible in court.*

- 2.8 Intelligence and Achievement

Explain how modern and historical theories describe intelligence. Explain how intelligence is measured.

Explain how systemic issues relate to the quantitative and qualitative uses of intelligence assessments. Explain how academic achievement is measured and experienced as compared to intelligence.

Science Practices 1. B, 2.D, 4. B Course Activity: *Students will compare and contrast the historical theories of intelligence and identify how evolving cultural norms influenced those theories. Students will evaluate ethical practices related to intelligence theories over time. Finally, students will develop a stance on modern theories of intelligence and achievement testing and create their own theories of intelligence factors and the validity of achievement testing to measure mastery.*

Unit 3: Development and Learning

- 3.1 Themes and Methods in Developmental Psychology

Explain how enduring themes inform developmental psychology. Describe ways cross-sectional and longitudinal research design methods are used in developmental psychology to inform understanding about behavior and mental processes.

Science Practices 1. A, and 2.A Course Activities: *Students will identify the type of research methods used in various studies related to Lifespan Development.*

- 3.2 Physical Development Across the Lifespan

Explain how physical development before birth, in infancy, childhood, adolescence, and adulthood applies to behavior and mental processes.

Science Practices 1. A, 3 .C, and 4.A Course Activity: *Students will create a timeline of physical development over the course of a human lifespan. Students will be required to interview someone in the later stages of adulthood (60+) and apply terms discussed in class to what they learn in their interview. Students will compare their experiences/interviews.*

- 3.3 Gender and Sexual Orientation

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

Science Practices 2. C Course Activity: *Students will analyze experiments regarding gender roles and identify the research methods used, and evaluate the ethical principles of the study. Students will then summarize the results of the study and develop a hypothetical follow-up study.*

- 3.4 Cognitive Development Across the Lifespan

Explain how theories of cognitive development apply to behavior and mental processes.

Science Practices 1. B, 2 .C, 4. B Course Activities: Students will compare and contrast Piaget's and Vygotsky's theories of cognitive development and create a graphic organizer to detail the similarities and differences. Students will also conduct a "toy evaluation lab" in which they will randomly select a popular children's toy on the market and create a detailed description of proposed age ranges for their toy, which stage of cognitive development would benefit the most from that toy, and how a human in each stage of development would interact with the toy.

- 3.5 Communication and Language Development

Explain how key components of language and communication apply to behavior and mental processes. Explain how language develops in humans.

Science Practices 1.B and 2.D Course Activities: Students will chart language development in humans and evaluate cases of extreme abuse/neglect and how that impacts language development. Students will research the case of Genie Whiley and determine if psychologists in her case violated Genie's ethical rights in their pursuit of studying her language acquisition abilities.

- 3.6 Social-Emotional Development Across the Lifespan

Explain how social development relates to behavior and mental processes.

Science Practices 1.A, 2.A, and 2.B Course Activities: Students will evaluate parenting techniques and determine the style that is most beneficial for social development. Students will also evaluate how Aversive Childhood Experiences can impact social development and impact a person's mental health throughout their life. Students will also evaluate attachment needs in infancy and how it relates to long term social functioning.

- 3.7 Classical Conditioning

Explain how classical conditioning applies to behavior and mental processes.

Science Practices 1.A, 2.D, 3.A Course Activities: Students will apply the concepts of classical conditioning to their own life by detailing an example in which they have been classically conditioned to behave a certain way. (i.e. I was once bitten by a duck as a child, now I am afraid of ducks and geese when they are near). Students will identify aspects of classical conditioning in their own experiences.

- 3.8 Operant Conditioning

Explain how operant conditioning applies to behavior and mental processes.

Science Practices 1.A, 3.A, 3.B, and 4.A Course Activities: Students will be provided a list of learned behavior scenarios. Students will identify if the learning was classically or operantly conditioned. Once the learning style is identified, students will identify the associated components.

- 3.9 Social, Cognitive, and Neurological Factors in Learning

Explain how social learning applies to behavior and mental processes. Explain how cognitive factors in learning apply to behavior and mental processes.

Science Practices 1.A and 4.B Course Activities: Students will examine the work of Albert Bandura and his experiment involving observational learning. Students will identify the type of research being conducted and components of his research design and relate his findings to their own experiences.

Midterm Exam-

Third Quarter

- Unit 4: Social Psychology and Personality

- 4.1 Attribution Theory and Person Perception

Explain how attribution theory applies to behavior and mental processes. Explain how locus of control (internal and external) applies to behavior and mental processes. Explain how person perception applies to behavior and mental processes.

Science Practices 1.B, 2.B, 2.C, and 4.A Course Activities: *Students will explain a real-life situation in which their personal perception influenced their beliefs about a person/group of people and their own behavior.*

- 4.2 Attitude Formation and Attitude Change

Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination. Explain how belief perseverance and cognitive dissonance apply to attitude formation and change.

Science Practices 1.B, 3.A, 3.B, and 4.B Course Activities: *Students will evaluate the works of Jane Elliott (A Class Divided), Elliot Aronson (Jigsaw Classroom), and Muzafer Sherif (Robbers Cave Experiment). Students will compare and contrast each case and how effective they were at overcoming prejudice and discrimination. Students will also evaluate the prevalence of prejudice and discrimination in today's society and postulate modern ways to overcome them.*

- 4.3 Psychology of Social Situations

Explain how the social situation affects behavior and mental processes. Explain how being in a group can affect an individual's behavior and mental processes. Explain how prosocial behavior affects behavior and mental processes.

Science Practices 1.B, 2.D, 3.B, and 4.A Course Activities: *Students will examine the Stanford Prison Experiment and determine the flaws in Zimbardo's research design. Students will then discuss/debate the ethical principles (or lack thereof) associated with this study.*

- 4.4 Psychodynamic and Humanistic Theories of Personality

Explain how the psychodynamic theory of personality defines and assesses personality. Explain how the humanistic theory of personality defines and assesses personality.

Science Practices 1.A and 2.C Course Activity: *Students will work in groups to analyze different fictional case studies. Groups will be instructed to explain the fictional character's personality traits from a psychodynamic perspective and a humanistic perspective. Groups will present their theories to the class. Students will also paint inkblots in class and conduct a "gallery walk" to psychoanalyze each other's inkblots. Students will then write about the validity of psychodynamic personality assessments and the potentially beneficial applications as it relates to psychotherapy.*

- 4.5 Social-Cognitive and Trait Theories of Personality

Explain how the social cognitive theory of personality defines and assesses personality. Explain how trait theories of personality define and assess personality.

Science Practices 1.A, 2.A, and 3.C Course Activities: *Students will watch and discuss Bandura's Bobo Doll Experiment and identify the critical components of Bandura's research design. Students will then critically evaluate the validity and reliability of the Bobo Doll Experiment as it relates to real-life situations of learned personality traits. Students will also complete various personality assessments (Jung Typology and Big Five) to assess how closely related the results are to their own personality traits and research possible career paths that might interest them based on their personality type.*

- 4.6 Motivation

Explain how theories about motivation apply to behavior and mental processes. Explain how eating and belongingness motivate behavior and mental processes.

Science Practices 1.A, 2.B, and 2.C Course Activities: *Students will apply Maslow's Hierarchy of Needs theory by selecting one of two scenarios (i.e. help a developing country establish a democratic society OR help a woman leave an abusive relationship with her children and establish a life on her own) and developing a plan to meet each level of needs in order as it relates to the scenario they chose.*

- 4.7 Emotion

Explain how theories of emotion apply to behavior and mental processes. Explain how social norms and experiences influence the expression of emotions.

Science Practices 1.A, 2.D, 3.A, and 4.B Course Activities: Students will watch a clip from Seinfeld (“These pretzels make me thirsty.” S3E11) In groups, students will discuss how facial expressions and vocal intonation convey emotion. Students will then discuss how different theories would explain how emotions are conveyed.

Fourth Quarter

Unit 5: Mental and Physical Health

- 5.1 Introduction to Health Psychology

Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes. Explain how stress applies to behavior and mental processes. Explain how reactions to stress apply to behavior and mental processes. Explain how the ways that people cope with stress apply to behavior and mental processes.

Science Practices 1.B, 3.A, and 3.B Course Activities: Students will complete a Teen Stress Scale to gather data on their own personal stress levels. Students will then evaluate their results and analyze the effectiveness of their coping mechanisms and ways to improve their stress management.

- 5.2 Positive Psychology

Explain how positive psychology approaches the study of behavior and mental processes. Explain how positive subjective experiences apply to behavior and mental processes.

Science Practices 1.B, 2.C, and 4.A Course Activities: Prior to learning about positive psychology, students will log their mood over the course of a week. While they are learning about positive psychology, students will compile a list of their “Thankful ABCs” (for each letter of the alphabet, students will write one thing they are thankful for.) Students will then log their mood. Students will compile the class data and create a graph representing their moods prior to implementing positive psychology strategies and after. Finally, students will complete a short writing assignment detailing the effectiveness of positive psychology on their moods.

- 5.3 Explaining and Classifying Psychological Disorders

Describe the approaches used to define behaviors and mental processes as psychological disorders. Explain how psychological perspectives define psychological disorders. Explain how interaction models define psychological disorders.

Science Practices 1.B, 2.D, and 4.B Course Activities: Students will work in groups to explain how each mental illness is explained from different perspectives. Students will then switch groups to discuss all illnesses and share them. Students from each group will represent a different perspective and share.

- 5.4 Selection of Categories of Psychological Disorders

Describe the symptoms and possible causes of selected neurodevelopmental disorders. Describe the symptoms and possible causes of selected schizophrenic spectrum disorders. Describe the symptoms and possible causes of selected depressive disorders. Describe the symptoms and possible causes of selected bipolar disorders. Describe the symptoms and possible causes of selected anxiety disorders. Describe the symptoms and possible causes of selected obsessive-compulsive disorders and related disorders. Describe the symptoms and possible causes of selected dissociative disorders. Describe the symptoms and possible causes of selected trauma and stressor-related disorders. Describe the symptoms and possible causes of selected feeding and eating disorders. Describe the symptoms and possible causes of selected personality disorders.

Science Practices 1.A, 2.D, 3.A, and 4.A Course Activities: Students will work in small groups to identify which psychological disorder is being described based on behaviors detailed in a fictional case

study. Students will use the DSM-5 to “diagnose” their fictional case study and hypothesize the cause of the maladaptive behavior and possible disorder. Finally, the groups will take turns presenting their findings and defending their diagnosis (if groups diagnosed different disorders.)

- **5.5 Treatment of Psychological Disorders**

Describe research and trends in the treatment of psychological disorders. Describe research and trends in the treatment of psychological disorders. Describe ethical principles in the treatment of psychological disorders.

- Describe techniques used in psychological therapies.

Explain how group therapy is different from individual therapy. Describe practical uses of hypnosis. Describe interventions derived from the biological perspective.

Science Practices 1.A, 2.B, 2.C, 2.D, 3.C, and 4.B Course Activities: *Students will expand their knowledge of psychological disorders and continue their work developing a treatment plan for the previously diagnosed case study (see above course activity). Students must evaluate the most effective treatment plan for their fictional case study and defend their plan if disagreement were to arise.*

Final Exam

AP Psychology Commitment

I understand that I am expected to visit the supplemental websites for AP Psychology.

I understand that I am responsible for learning a large amount of information this school year.

I understand that this is a college course with college-level expectations, and I am aware that my work will be held to a similarly high standard.

I understand that I will be required to work regularly and that I am expected to complete all tasks to the best of my ability.

The teacher will be available to help me before or after school by appointment. Additionally, if my grade falls below a 70, I must seek out my teacher for assistance.

I will read all assigned texts and take notes and/or complete assignments on them.

I understand that the AP College Board has a lot of great resources for me and that my Google Classroom designated for AP Psychology also has resources to use to help me with the course.

Student Name: _____

Class Period: _____

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Parent Phone Number: _____

Email: _____

Source: <https://apcentral.collegeboard.org/media/pdf/ap-psychology-course-and-exam-description.pdf>

End.