

Course Syllabus - AP Psychology

Department:	Social Studies
Length of Course:	One year (Two semesters)
Grade Level:	11-12
Prerequisite:	Students must be in grades 11 or 12 and be in an AP or college preparatory social studies course, or have a teacher recommendation

Purpose of the Course:

AP Psychology is designed to introduce the students to the systematic and scientific study of human behavior and experience through study of the major perspectives in this field. Students will gain an understanding of the methods used in development and verification of these theories based on human and animal behavior. The course is designed to prepare the student for the Advanced Placement Examination in Psychology.

Objectives of the Course:

The student will:

1. gain an understanding of the nature of the psychological diversity of human beings with reference to biological, social, and cultural influences.
2. develop an appreciation of psychology as an academic discipline.
3. recognize the relevance of psychology and its practical applications in the student's personal life.
4. demonstrate an understanding of the diverse methods of psychological inquiry
5. gather and interpret data utilizing the empirical method of inquiry.
6. demonstrate an understanding and respect for the ethical standards of investigation which incorporates a sense of respect for the individual.
7. demonstrate an understanding of the different theoretical approaches to understanding behavior.
8. demonstrate an understanding of the for major psychological perspectives (psychodynamic, behavioral, cognitive, and humanistic/phenomenological).

Required Textbook:

Coon, Dennis, *Introduction to Psychology- Gateways to Mind and Behavior*, 10th ed. Thomson Wadsworth.

Required Daily Class Materials:

- Binder for course handouts and notes
- A dark blue or black ink pen
- Spiral notebook for notes and writing assignments
- Completed reading and homework assignments

Evaluation and Grading Policy:

Students will be evaluated on the basis of tests, quizzes, assignment completion, and class participation. The breakdown of how grades are determined is as follows:

- Tests: 45%
- Homework: 15%
- Quizzes: 15%
- Class participation: 10%

- Semester final: 15%

COURSE MATRIX		
Advanced Placement Course Outline	Textbook Reference (Coon, 10 ed.)	APA (American Psych. Assoc). National Standards for Teaching High School Psychology Curricula
1. History and Approaches a. Logic, Philosophy, and History of Science (Plato, Aristotle, Rosseau, James)	Chapter 1 Introduction to Psychology and Research Methods Psychology's Roots <ul style="list-style-type: none"> • Psychology (p. 13) • A Brief History of Psychology (p. 18) 	IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
b. Approaches <ol style="list-style-type: none"> i. Biological ii. Behavioral iii. Cognitive iv. Humanistic v. Psychodynamic vi. Socio-cultural 	Contemporary Psychology <ul style="list-style-type: none"> • Psychology Today (p. 23) 	IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
	Contemporary Psychology <ul style="list-style-type: none"> • Psychologists (p. 26) 	IA-2. Major subfields and career opportunities that comprise psychology
2. Methods a. Experimental, Correlational, and Clinical Research <ol style="list-style-type: none"> i. Correlational ii. Experimental 	Chapter 1 Introduction to Psychology and Research Methods <ul style="list-style-type: none"> • Scientific Method (p. 30) • Naturalistic Observation (p. 33) • Correlational Studies (p. 34) • Psychology Experiment (p. 37) 	IA-3. Research strategies used by psychologists to explore behavior and mental processes IA-6. Development of psychology as an empirical science
b. Statistics <ol style="list-style-type: none"> i. Descriptive ii. Inferential 	Chapter 1 Introduction to Psychology and Research Methods <ul style="list-style-type: none"> • Statistical Reasoning (p. 42) 	IA-4. Purpose and basic concepts of statistics
c. Ethics in Research (human participation & animal subjects)	Chapter 1 Introduction to Psychology and Research Methods <ul style="list-style-type: none"> • Research Ethics (p. 51) 	IA-5. Ethical issues in research with human and other animals that are important to psychologists
3. Biological Bases of Behavior a. Psychological Techniques (e.g. imaging, surgical)	Chapter 2 Brain and Behavior <ul style="list-style-type: none"> • Research Methods (p. 65) • Lower-Level Brain Structures (p. 76) • Cerebral Cortex (p. 68) 	IIA-4. Technologies and clinical methods for studying the brain IIA-3. Hierarchical organization of the structure and function of the brain

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b. Functional Organization of Nervous System (central, peripheral, autonomic, sympathetic)	Chapter 2 Brain and Behavior <ul style="list-style-type: none"> • The Peripheral Nervous System (p. 63) • Neural Networks (p. 67) 	IIA-2. Organization of the nervous system
c. Neural Transmission (synapse, dopamine, serotonin, GABA, etc.).	Chapter 2 Brain and Behavior <ul style="list-style-type: none"> • Neurons and Nerves (p. 61) 	IIA-1. Structure and function of the neuron
d. Endocrine System (hormones, pituitary gland)	Chapter 2 Brain and Behavior <ul style="list-style-type: none"> • The Endocrine System (p. 79) 	IIA-5. Structure and function of the endocrine system
e. Genetics (chromosomes, inherited traits, dominant, recessive)	Chapter 3 Child Development <ul style="list-style-type: none"> • Evolutionary Psychology (p. 93) • Genetics (p. 94) • Environmental Influence (p. 93) • The Nature and Nurture of Gender (p. 99) 	IIA-6. How heredity interacts with the environment to influence behavior IIA-7. How psychological mechanisms are influenced by evolution
4. Sensation and Perception	Chapter 5 Sensation and Reality	
a. Thresholds (Weber's law)	<ul style="list-style-type: none"> • Difference Thresholds (p. 178) 	IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes
b. Sensory Mechanism (transduction)	Chapter 5 Sensation and Reality <ul style="list-style-type: none"> • Vision (p. 180) • Hearing (p. 189) • The Other Senses (p. 2193) 	
c. Sensory Adaptation	Chapter 5 Sensation and Reality <ul style="list-style-type: none"> • Sensory Adaptation (p. 202) 	
d. Attention	Chapter 6 Perceiving the World <ul style="list-style-type: none"> • Attention and Perception (p.234) 	IIB-3. Nature of attention

e. Perceptual Processes	Chapter 6 Perceiving the World <ul style="list-style-type: none"> • Perceptual Learning (p. 227) • Perceptual Illusions (p. 231) • Perceptual Organization (p. 215) • Perceptual Interpretation (p. 230) 	IIB-2. Interaction of the person and the environment in determining perception
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5. States of Consciousness	Chapter 7 States of Consciousness	IVD-1. Understand the nature of consciousness
a. Sleep and Dreaming	<ul style="list-style-type: none"> • Waking Consciousness (p. 265) • Dreams- A Separate Reality (p. 269) 	IVD-2. Characteristics of sleep and theories that explain why we sleep
b. Hypnosis (bystander effect)	Chapter 7 States of Consciousness <ul style="list-style-type: none"> •Hypnosis (p. 263) 	IVD-3. Theories used to explain-interpret dreams
c. Psychoactive Drug Effects (depressants, hallucinogens, amphetamines)	Chapter 7 States of Consciousness <ul style="list-style-type: none"> •Drugs-Altered Consciousness (p. 268) 	IVD-4. Basic phenomena and uses of hypnosis
6. Learning	Chapter 8 Conditioning and Learning	IVD-5. Categories of psychoactive drugs and their effects
Biological Factors	<ul style="list-style-type: none"> •What is Learning (p. 293) 	IVA-1. Characteristics of learning
Classical Conditioning (UCR, UCS, CR, CS, Pavlov)	Chapter 8 Learning <ul style="list-style-type: none"> •Classical Conditioning (p. 295) 	IVA-2. Principles of classical conditioning
c. Operant Conditioning (reinforcement – positive v. negative, punishment)	Chapter 8 Learning <ul style="list-style-type: none"> •Operant Conditioning (p. 299) 	IVA-3. Principles of operant conditioning
Social Learning (Bandura, modeling)	Chapter 8 Learning <ul style="list-style-type: none"> •Modeling (p. 319) 	IVA-4. Components of cognitive learning
e. Cognitive Processes in Learning (labels, effortful processing)		IVA-5. Roles of biology and culture in determining learning

7. Cognition a. Memory (encoding, storage, retrieval, decay)	Chapter 9 Memory a. The Phenomenon of Memory (p. 330) b. Encoding: Stages of Memory (p. 331) c. Storage: Short-Term and Long-Term Memory (p. 333) d. Retrieval: Measuring Memory (p. 340) e. Forgetting (p. 345) f. Memory Formation (p. 353) g. Improving Memory (p. 355)	IVB-1. Encoding, or getting information into memory IVB-2. Sensory, working or short-term, and long-term memory systems IVB-3. Retrieval or getting information out of memory IVB-4. Biological bases of memory IVB-5. Methods for improving memory IVB-6. Memory constructions
COURSE MATRIX		
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b. Language (phonemes, morphemes, syntax)	Chapter 10 Cognition, Language, and Creativity <ul style="list-style-type: none"> • Language Structure (p. 375) • Language Development (p. 379) • Critical Thinking (p. 385) 	IVC-3. Structural features of language IVC-4. Theories and developmental stages of language acquisition IVC-5. Links between thinking and language
c. Thinking (heuristics, algorithms, concepts)	Chapter 10 Thinking and Language <ul style="list-style-type: none"> • What is Thinking (p. 367) • Problem Solving (p. 379) 	IVC-1. Basic elements comprising thought
d. Problem Solving and Creativity	Chapter 10 Thinking and Language <ul style="list-style-type: none"> • Insightful Solutions (p. 380) 	IVC-2. Strategies and obstacles involved in problem solving and decision-making
8. Motivation and Emotion a. Biological Bases (flight/fight, autonomic nervous system)	Chapter 12 Motivation and Emotion <ul style="list-style-type: none"> • Physiology and Emotion (p. 455) 	IIC-2. The role of biology and learning in motivation and emotion IIC-4. Interaction of biological and cultural factors in emotions and motivations
b. Theories of Motivation (drive reduction, instinct, Theory X,Y)	Chapter 12 Motivation and Emotion a. Motivation (p. 430)	IIC-1. Motivational concepts IIC-3. Major theories of motivation
c. Hunger, Thirst, Sex, & Pain (glucose, insulin, basal metabolic rate)	Chapter 12 Motivation and Emotion a. Hunger (p. 433) b. Sexual Motivation (p. 440) c. Stimulus Drives (p. 442)	
d. Social Motives (organizational, personnel psychology)	Chapter 12 Motivation and Emotion <ul style="list-style-type: none"> • Learned Motives (p. 447) 	IIC-5. Role of values and expectancies in determining choice and strength of

		motivation
e. Theories of Emotion (Cannon-Bard, James-Lange, 2-factor theories)	Chapter 12 Motivation and Emotion <ul style="list-style-type: none"> Theories of Emotion (p. 462) Inside an Emotion (p. 453) Expressing Emotion (p. 458) 	IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
f. Stress (physical/psychology relationship)	Chapter 15 Health, Stress, and Coping <ul style="list-style-type: none"> Stress and Health (p. 568) Psychological Defense (p. 562) 	IIC-7. Effects of motivation and emotion on perception, cognition, and behavior
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9. Developmental Psychology	Chapter 3 Child Development Chapter 4 From Birth to Death: Life-Span Development	IIIA-1. Development as a lifelong process
a. Life-span approach (Piaget, Erikson, Kohlberg, Gilligan)	a. Heredity and Environment (p. 93) b. Prenatal Influences (p. 96) c. Newborn Baby (p. 100) d. Infancy and Childhood (p. 141) e. Adolescence (p. 147) f. Challenges of Adulthood (p. 153)	
b. Research methods (Case studies, longitudinal, cross-sectional)	Chapter 3 Child Development <ul style="list-style-type: none"> How do Children Learn to Think (p. 119) Focus on Research (p. 121) 	IIIA-2. Research techniques used to gather data on the developmental process
c. Heredity-Environmental Issues (behavior genetics, evolutionary psychology)	Chapter 3 Nature and Nurture of Behavior <ul style="list-style-type: none"> Heredity and Environment (p. 93) Environmental Influence (p. 116) 	IIIA-4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)
d. Developmental Theories (Freud, Erikson, Kohlberg, Gessell, Piaget)	Chapter 4 From Birth to Death: Life-Span Development <ul style="list-style-type: none"> Prenatal and the Newborn (p. 100) Infancy and Childhood (p. 141) Adolescence (p. 147) Adulthood (p. 153) 	IIIA-3. Theories of development
e. Dimensions of Development	Chapter 4 The Developing Person	
i. Physical		

<ul style="list-style-type: none"> ii. Cognitive iii. Social iv. Moral 	<ul style="list-style-type: none"> • Physical Development (p. 103) • Cognitive Development (p. 119) • Social Development (p. 105) • Moral Development (p. 151-153) 	
f. Sex Roles Sex Differences (gender roles, gender identify, gender schema theory)	Chapter 3 Nature and Nurture of Behavior <ul style="list-style-type: none"> • The Nature and Nurture Interactions (p. 99) 	
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Chapter 11 Testing & Individual Differences	Chapter 11 Intelligence	IVE-1. Concepts related to measurement of individual differences
a. Standardization & Norms (bell curve, standard deviation)	<ul style="list-style-type: none"> • Defining Intelligence (p. 403) • Testing Intelligence (p. 404) 	
b. Reliability & Validity	Chapter 11 Intelligence <ul style="list-style-type: none"> • Testing Intelligence (p. 405) 	
c. Types of Tests (Binet, Wechsler, Raven)	Chapter 11 Intelligence <ul style="list-style-type: none"> • Testing Intelligence (p. 405) 	IVE-4. Nature of intelligence testing
d. Ethics & Standards in Testing (cultural bias)	Chapter 11 Intelligence <ul style="list-style-type: none"> • Testing Intelligence (p. 405) 	
e. Intelligence (multiple intelligences, g factor)	Chapter 11 Intelligence <ul style="list-style-type: none"> • New Approaches to Intelligence (p. 420) 	IVE-3. Nature of intelligence
f. Heredity/Environment & Intelligence Human Diversity (stereotype thread)	Chapter 11 Intelligence <ul style="list-style-type: none"> • Heredity and Environment (p. 416) 	IVE-2. Influence and interaction of heredity and environment on individual differences
11. Personality	Chapter 14 Personality	IIB-1. Distinguish between personality and personality constructs IIB-2. Personality approaches and theories
a. Personality Theories & Approaches (psychodynamic, trait, social-cognitive, humanistic)	<ul style="list-style-type: none"> • Psychology of Personality (p. 509) • Trait Approach (p. 512) • Psychoanalytic Theory (p. 518) • Psychodynamic Theory (p. 522) 	

		<ul style="list-style-type: none"> • Humanistic Theory (p. 529) • Learning Theories of Personality (p. 524) 	
b. Idiographic & Nonmethodic Research (single case experiments, laws & principles)		Chapter 14 Personality <ul style="list-style-type: none"> • Psychology of Personality (p. 509) • Trait Approach (p. 512) • Psychoanalytic Theory (p. 518) • Psychodynamic Theory (p. 522) • Humanistic Theory (p. 529) • Learning Theories of Personality (p. 524) 	
c. Assessment Techniques (projective, assessments, self-report)		Chapter 14 Personality <ul style="list-style-type: none"> • Psychology of Personality (p. 509) • Trait Approach (p. 512) • Psychoanalytic Theory (p. 518) • Psychodynamic Theory (p. 522) • Humanistic Theory (p. 529) • Learning Theories of Personality (p. 524) • Personality Assessment (p. 534) 	IIIB-3. Assessment tools used in personality
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d. Self-concept, Self-esteem		Chapter 14 Personality <ul style="list-style-type: none"> • Psychology of Personality (p. 509) 	
e. Growth & Adjustment		Chapter 14 Personality <ul style="list-style-type: none"> • Using Psychology: Steps Toward Self-Actualization (p. 53) 	
12. Abnormal Psychology			
a. Definition of Abnormality (DSM-IV, maladaptive vs. distressing)		Chapter 16 Psychological Disorders <ul style="list-style-type: none"> • Normality- What is Normal (p. 587) • Classifying Mental Disorders ((590) 	VA-1. Characteristics and origins of abnormal behavior
b. Theories of Psychopathology		Chapter 16 Psychological Disorders <ul style="list-style-type: none"> • Normality- What is Normal (p. 587) 	

	<ul style="list-style-type: none"> •Classifying Mental Disorders ((590) 	
c. Diagnosis of Psychopathology	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Rates of Psychological Disorder •Thinking Critically About: Insanity and Responsibility 	VA-2. Methods used in exploring abnormal behavior
d. Anxiety Disorders (phobia, generalized, panic)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Anxiety Disorders •Close-Up: The Wounds of War: Post-Traumatic Stress Disorder 	VA-3. Major categories of abnormal behavior
e. Somatoform Disorders (conversion, hypochondriac)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Anxiety-Based Disorders (p. 597) 	VA-3. Major categories of abnormal behavior
f. Mood Disorders (bipolar, manic, depression)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Mood Disorders (p. 614) 	VA-3. Major categories of abnormal behavior
COURSE MATRIX		
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g. Schizophrenic Disorders (catatonics, paranoid, unorganized)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Schizophrenia (p. 608) 	VA-3. Major categories of abnormal behavior
h. Organic Disorders (brain dysfunction, aging, dementia, Alzheimer's)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> • Anxiety-Based Disorders (p. 597) • Psychotic Disorders (p. 604) 	VA-3. Major categories of abnormal behavior
i. Personality Disorders (narcissistic, histrionic, avoidant, borderline, antisocial)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Personality Disorders (p. 595) 	VA-3. Major categories of abnormal behavior
j. Dissociative Disorders (amnesia, fugue, multiple personality)	Chapter 16 Psychological Disorders <ul style="list-style-type: none"> •Anxiety-Based Disorders (p. 597) 	VA-3. Major categories of abnormal behavior
		VA-4. Impact of mental disorders
13. Treatment of Psychological Disorders	Chapter 17 Therapies <ul style="list-style-type: none"> • Psychotherapy (p. 629) 	VB-1. Prominent methods used to treat individuals with disorders

a. Treatment Approaches i. Insight Therapies: ii. Behavioral Approaches iii. Cognitive Approaches iv. Biological Therapies	<ul style="list-style-type: none"> • Origins of Therapy (p. 630) • Behavior Therapy (p. 637) • Cognitive Therapy (p. 644) 	
b. Modes of Therapy (e.g. individual, group; medication, surgery, humanistic, cognitive, behavioral)	Chapter 17 Therapy <ul style="list-style-type: none"> •Psychotherapy (p. 649) •Medical Therapies (p. 652) 	VB-1. Prominent methods used to treat individuals with disorders
		VB-2. Types of practitioners who implement treatment
		VB-3. Legal and ethical challenges involved in delivery of treatment
c. Community & Preventative Approaches	Chapter 17 Therapy <ul style="list-style-type: none"> •Psychology in Action (p. 656) 	

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14. Social Psychology	Chapter 18 Social Behavior	VC-1. Social judgment and attitudes
a. Group Dynamics (attitudes, prejudice, cognitive dissonance, bystander)	<ul style="list-style-type: none"> •Humans in a Social Context (p. 667) 	
b. Attribution Processes	Chapter 18 Social Behavior <ul style="list-style-type: none"> • Social Perception (p. 671) 	VC-1. Social judgment and attitudes
c. Interpersonal Perception	Chapter 18 Social Behavior <ul style="list-style-type: none"> • Interpersonal Attraction (p. 675) 	VC-1. Social judgment and attitudes
d. Conformity, Compliance, Obedience	Chapter 18 Social Behavior <ul style="list-style-type: none"> • Social Influence (p. 681) • Compliance (p. 687) • Obedience (p. 684) 	VC-2. Social and cultural categories

e. Attitudes & Attitude Change	Chapter 19 Attitudes, Culture, and Human Relations <ul style="list-style-type: none"> • Attitudes (p. 697) • Attitude Change (p. 700) 	
f. Organization behavior (group dynamics, Theory X,Y)	Chapter 18 Social Behavior <ul style="list-style-type: none"> • Social Influence (p. 681) 	VC-3. Social influence and relationships
g. Aggression/Antisocial Behavior	Chapter 19 Attitudes, Culture, and Human Relations <ul style="list-style-type: none"> • Prejudice (p. 706) • Aggression (p. 713) 	VC-3. Social influence and relationships

1. History and Approaches			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Recognize how philosophical perspectives shaped the development of psychological thought. • Identify the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt). 	Ch. 1	structuralism Gestalt psychology functionalism psychoanalysis behaviorism Charles Darwin Dorothea Dix Wilhelm Wundt William James Sigmund Freud Ivan Pavlov John B. Watson B. F. Skinner Abraham Maslow Carl Rogers	<ul style="list-style-type: none"> o Resources for Teaching the History of Applied Psychology

		Jean Piaget G. Stanley Hall Mary Whiton Calkins Margaret Floy Washburn	
Describe and compare different theoretical approaches in explaining behavior: — structuralism, functionalism, and behaviorism in the early years; — Gestalt, psychoanalytic/psychodynamic, and humanism emerging later; — evolutionary, biological, and cognitive as more contemporary approaches. o • Recognize the strengths and limitations of applying theories to explain behavior.	Ch. 1	humanistic perspective psychoanalytic perspective cognitive perspective biological perspective social-cultural perspective behavior genetics positive psychology	o Common Sense and Psychology o Using Psychological Perspectives to Change Habits Perspectives and Aggression
• Distinguish the different domains of psychology: — biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social.	Ch. 1	clinical psychology counseling psychology developmental psychology educational psychology experimental psychology human factors psychology industrial–organizational psychology personality psychology psychometric psychology social psychology	So you wanna job? Career web page exploration
2. Research Methods			
AP Course Description	Chapters	Terms	Activities/Demonstrations
• Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses. • Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use	Ch. 1	Scientific method Confirmation bias Critical thinking Participant bias Naturalistic observation Case study Correlational study Survey method Population Random sample	o Student Research Projects o Smiling Operational Definition o Facilitated Communication

<p>of experimental controls reduces alternative explanations).</p> <ul style="list-style-type: none"> • Identify independent, dependent, confounding, and control variables in experimental designs. • Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys. • Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions). • Discuss the value of reliance on operational definitions and measurement in behavioral research. 		<p>Longitudinal study Cross-sectional study Experiment Hypothesis Operational definition Independent variable (IV) Dependent variable (DV) Experimental group Control group Random assignment Confounding variable Double-blind procedure Placebo</p>	
<ul style="list-style-type: none"> • Distinguish the purposes of descriptive statistics and inferential statistics. • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation). 	Ch. 1	<p>Frequency distribution Mode Mean Median Skewed Range Standard deviation Normal distribution Percentage Percentile rank Correlation coefficient Inferential statistics Statistical significance Replicate</p>	<ul style="list-style-type: none"> o Using the Challenger to Explain Statistics o Dice and the Bell Curve o Excel and Analysis

<ul style="list-style-type: none"> • Identify how ethical issues inform and constrain research practices. • Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice. 	Ch. 1	IRB Informed Consent Coercion Anonymity Risk Debriefing	o
3. Biological Bases of Behavior			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons. • Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms). 	Ch. 2	Neuron Dendrite Soma Axon Axon terminal Action potential Refractory period Resting potential All-or-none principle Synapse Neurotransmitter Excitatory effect Inhibitory effect Acetylcholine [ah-seat-el-KO-leen] Antagonist Agonist Dopamine [DO-pa-mean] Serotonin [sare-oh-TON-in]	o Field Trip to the Bathroom o The human neuron party
<ul style="list-style-type: none"> • Describe the nervous system and its subdivisions and functions: — central and peripheral nervous systems 	Ch. 2	Receptor cells Sensory nerves Interneurons Motor nerves Central nervous system (CNS) Peripheral nervous system (PNS) Somatic nervous system Autonomic [aw-tuh-NAHM-ik] nervous system Sympathetic division Parasympathetic division	o Nervous System Handouts

<ul style="list-style-type: none"> • Describe the nervous system and its subdivisions and functions: <ul style="list-style-type: none"> — major brain regions, lobes, and cortical areas; — brain lateralization and hemispheric specialization. • Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques). • Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke). 	Ch. 2	brainstem medulla [muh-DUL-uh] reticular formation thalamus [THAL-uh-muss] cerebellum [sehr-uh-BELL-um] limbic system hypothalamus [hi-po-THAL-uh-muss] hippocampus amygdala [ah-MIG-dah-la] cerebral [seh-REE-bruhl] cortex longitudinal fissure corpus callosum [KOR-pus kah-LOW-sum] frontal lobes parietal [puh-RYE-uh-tuhl] lobes occipital [ahk-SIP-uh-tuhl] lobes temporal lobes motor cortex somatosensory cortex Broca's area Wernicke's [VER-nik-ees] area computerized axial tomography (CT or CAT) magnetic resonance imaging (MRI) electroencephalogram (EEG) positron emission tomography (PET) scan split-brain research Paul Broca Charles Darwin Michael Gazzaniga Roger Sperry Carl Wernicke	<ul style="list-style-type: none"> o Brain Lab Exercises o Mammalian Brain BioKit o Lab Resources o Web Resources for Neuroscience o Comparative Brain Diagrams (Species Similarity) o Brain Model o Drawing and the Brain Critical Thinking Exercise
<ul style="list-style-type: none"> • Discuss the effect of the endocrine system on behavior 	Ch. 2	Endocrine [EN-duh-krin] system Hormone Pituitary gland	
<ul style="list-style-type: none"> • Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior. • Predict how traits and behavior can be selected for their adaptive value. 	Ch. 3	DNA Fraternal(dizygotic)/Identical(monozygotic) twins Chromosomal abnormalities	
4. Sensation and Perception			

AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. • Explain the role of top-down processing in producing vulnerability to illusion. • Discuss the role of attention in behavior. • Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel). 	Ch. 5	sensation bottom-up processing perception top-down processing absolute threshold difference threshold signal detection theory sensory adaptation selective attention Gustav Fechner David Hubel Ernst Weber Torsten Wiesel	
<ul style="list-style-type: none"> • Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. 	Ch. 5	cornea iris pupil lens retina. receptor cells rods cones optic nerve blind spot trichromatic theory opponent-process theory pitch cochlea hair cells auditory nerve kinesthetic sense vestibular sense	Attack of the Blue Tongue

<ul style="list-style-type: none"> Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects). 	Ch. 6	gestalt figure-ground grouping depth perception visual cliff binocular cues monocular cues retinal disparity convergence perceptual constancy perceptual set	<ul style="list-style-type: none"> Visual Displacement/Inversion Goggles Perceptual Illusions Is Seeing Believing (<i>Quicktime Movie</i>) Selective Looking (<i>Quicktime Movie</i>) Spiral Illusion (<i>Quicktime Movie</i>)
5. States of Consciousness			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> Describe various states of consciousness and their impact on behavior. Identify the major figures in consciousness research (William James). 	Ch. 7	levels of consciousness biological rhythms circadian rhythms ultradian rhythms infradian rhythms William James	
<ul style="list-style-type: none"> Discuss aspects of sleep and dreaming: <ul style="list-style-type: none"> stages and characteristics of the sleep cycle; theories of sleep and dreaming; symptoms and treatments of sleep disorders. 	Ch. 7	Sleep cycle melatonin electroencephalograph (EEG) REM sleep insomnia sleep apnea narcolepsy somnambulism night terrors	<ul style="list-style-type: none"> Web Resources for Sleep Sleep Information Sleep Disorders (<i>Quicktime Movie</i>)
<ul style="list-style-type: none"> Identify the major figures in consciousness research (Sigmund Freud). 	Ch. 7	Freudian dream theory Manifest content Latent content Activation synthesis theory Information processing theory Sigmund Freud	
<ul style="list-style-type: none"> Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy). 	Ch. 7	Hypnotizability Posthypnotic amnesia Posthypnotic suggestion Role theory	<ul style="list-style-type: none"> Hypnotizability Test

<ul style="list-style-type: none"> • Explain hypnotic phenomena (e.g., suggestibility, dissociation). • Identify the major figures in consciousness research (Ernest Hilgard). 		State theory Dissociation theory Hidden observer Ernest Hilgard	
<ul style="list-style-type: none"> • Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects. • Discuss drug dependence, addiction, tolerance, and withdrawal. 	Ch. 7	psychoactive drug dependence withdrawal tolerance depressants stimulants caffeine nicotine cocaine amphetamines hallucinogens LSD (lysergic acid diethylamide) ecstasy marijuana	o Eyescube: An Addiction Simulation
6. Learning			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies). • Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning. • Provide examples of how biological constraints create learning predispositions. • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. 	Ch. 8	classical conditioning stimulus response unconditioned stimulus (UCS) unconditioned response (UCR) conditioned stimulus (CS) conditioned response (CR) acquisition extinction spontaneous recovery generalization discrimination behaviorism cognition Ivan Pavlov John Watson Rosalie Rayner	o Pavlov's Lemonade Stand

<ul style="list-style-type: none"> Identify key contributors in the psychology of learning (e.g., John Garcia, Ivan Pavlov, Robert Rescorla, John Watson). 		<p>John Garcia Robert Rescorla</p>	
<ul style="list-style-type: none"> Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies). Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement). Predict how practice, schedules of reinforcement, and motivation will influence quality of learning. Interpret graphs that exhibit the results of learning experiments. Identify key contributors in the psychology of learning (e.g., B. F. Skinner, Edward Thorndike, Edward Tolman). 	<p>Ch. 8</p>	<p>reinforcement punishment positive reinforcement negative reinforcement primary reinforcement secondary reinforcement shaping discrimination extinction continuous reinforcement partial schedule fixed-interval schedule variable-interval schedule fixed-ratio schedule variable-ratio schedule latent learning cognitive map overjustification effect</p> <p>Edward Thorndike B. F. Skinner Edward Tolman</p>	<ul style="list-style-type: none"> Home-Built Skinner Box Boo-Hiss Operant Conditioning Conditioning and Racism Home-Built Skinner Box
<ul style="list-style-type: none"> Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies). Describe the essential characteristics of insight learning, latent learning, and social learning. Identify key contributors in the psychology of learning (e.g., Albert Bandura). 	<p>Ch. 8</p>	<p>observational learning model modeling mirror neurons antisocial behavior prosocial behavior vicarious learning insight learning latent learning social learning</p> <p>Albert Bandura</p>	

7. Cognition

AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Compare and contrast various cognitive processes: <ul style="list-style-type: none"> — effortful versus automatic processing; — deep versus shallow processing; — focused versus divided attention. • Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory). • Outline the principles that underlie effective encoding, storage, and construction of memories. • Describe strategies for memory improvement. • Identify key contributors in cognitive psychology (e.g., Hermann Ebbinghaus, Elizabeth Loftus, George A. Miller). 	Ch. 9	encoding storage retrieval automatic processing effortful processing selective attention rehearsal overlearning serial position effect semantic encoding self-reference effect mnemonic device method of loci peg-word system chunking sensory memory short-term memory long-term memory flashbulb memory long-term potentiation explicit memory implicit memory recall recognition context effect state-dependent memory permastore memory proactive interference retroactive interference repression misinformation effect Hermann Ebbinghaus Sigmund Freud Elizabeth Loftus George A. Miller	<ul style="list-style-type: none"> o Simon o Cognitive Maps o Baddeley's Three Systems of Working Memory o "Sleep" List Recall o Letter List and Chunking o Spot the Gorilla o Music Modules o Demonstration of Memory (<i>Quicktime Movie</i>) o Impressive STM (<i>Quicktime Movie</i>)
<ul style="list-style-type: none"> • Synthesize how biological, cognitive, and cultural factors converge to facilitate 	Ch. 10	phoneme morpheme grammar	<ul style="list-style-type: none"> o Special Preprimer

<p>acquisition, development, and use of language.</p> <ul style="list-style-type: none"> Identify key contributors in cognitive psychology (e.g., Noam Chomsky). 		<p>syntax</p> <p>Noam Chomsky (1928–) B. F. Skinner (1904–1990)</p>	
<ul style="list-style-type: none"> Identify problem-solving strategies as well as factors that influence their effectiveness. List the characteristics of creative thought and creative thinkers. Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller). 	Ch. 10	<p>cognitive abilities</p> <p>concept</p> <p>prototype</p> <p>algorithm</p> <p>heuristic</p> <p>insight</p> <p>mental set</p> <p>fixation</p> <p>functional fixedness</p> <p>confirmation bias</p> <p>availability heuristic</p> <p>overconfidence</p> <p>framing</p>	
<ul style="list-style-type: none"> Discuss theories of stress and the effects of stress on psychological and physical well-being. Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory). Describe how cultural influences shape emotional expression, including variations in body language. Identify key contributors in the psychology of motivation and emotion (e.g., William James, Stanley Schachter, Hans Selye). 	Ch. 15	<p>James-Lange theory</p> <p>Cannon-Bard theory</p> <p>two-factor theory</p> <p>autonomic nervous system</p> <p>display rules</p> <p>William James</p> <p>Carl Lange</p> <p>Walter Cannon</p> <p>Stanley Schachter</p> <p>Robert Zajonc</p> <p>Richard Lazarus</p> <p>Hans Selye</p>	<p>○ Face and Emotions (<i>Quicktime Movie</i>)</p>
8. Motivation and Emotion			
AP Course Description	Chapters	Terms	Activities/Demonstrations

<ul style="list-style-type: none"> Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation). Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis. Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each. Describe classic research findings in specific motivation systems (e.g., eating, sex, social) Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow). 	Ch. 12	instinct drive-reduction theory Yerkes-Dodson law homeostasis extrinsic motivation intrinsic motivation hierarchy of needs self-actualization achievement motivation set point basal metabolic rate anorexia nervosa bulimia nervosa Abraham Maslow Henry Murray Alfred Kinsey	<ul style="list-style-type: none"> Thesopian Motivation Analysis
9. Developmental Psychology			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior. Describe how sex and gender influence socialization and other aspects of development. 	Ch. 3 Ch. 4	Longitudinal Cross-Sectional Twin Studies Sex Gender	<ul style="list-style-type: none"> Genie Materials
<ul style="list-style-type: none"> Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse). 	Ch. 3 Ch. 4	Genetics Teratogens Motor/Sensory Development Reflexes	<ul style="list-style-type: none"> Esme Reflex Video (<i>Quicktime Movie</i>)

<ul style="list-style-type: none"> • Discuss maturation of motor skills. 			
<ul style="list-style-type: none"> • Describe the influence of temperament and other social factors on attachment and appropriate socialization. • Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Diana Baumrind, Harry Harlow, , Konrad Lorenz). 	Ch. 3 Ch. 4	temperament attachment secure attachment insecure attachment anxious/avoidant attachment parenting styles Mary Ainsworth Diana Baumrind Harry Harlow Konrad Lorenz	
<ul style="list-style-type: none"> • Discuss maturational challenges in adolescence, including related family conflicts. • Characterize the development of decisions related to intimacy as people mature. 	Ch. 3 Ch. 4	puberty primary sex characteristics secondary sex characteristics sexual orientation identity intimacy	<ul style="list-style-type: none"> o I'm Glad I'm a Boy o Exercise in AIDS Awareness
<ul style="list-style-type: none"> • Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function. 	Ch. 3 Ch. 4	social clock menopause Alzheimer's disease senile dementia fluid intelligence crystallized intelligence	
<ul style="list-style-type: none"> • Compare and contrast models of moral development (e.g., Kohlberg, Gilligan). • Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing). • Identify key contributors in developmental psychology (e.g. Erik Erikson, Sigmund Freud, Carol Gilligan, Lawrence Kohlberg, Jean Piaget). 	Ch. 3 Ch. 4	Sigmund Freud Erik Erikson Jean Piaget Lawrence Kohlberg Carol Gilligan	<ul style="list-style-type: none"> • Parent Day • Elementary School Visit
10. Personality			
AP Course Description	Chapters	Terms	Activities/Demonstrations

<ul style="list-style-type: none"> • Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. • Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality. • Identify frequently used assessment strategies (e.g. the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments. • Identify key contributors to personality theory (e.g., Alfred Adler, Sigmund Freud, Carl Jung). 	<p>Ch. 11 Ch. 14</p>	<p>psychoanalysis psychodynamic perspective free association preconscious unconscious id superego ego defense mechanisms psychosexual stages inferiority complex collective unconscious projective tests Thematic Apperception Test (TAT) Rorschach inkblot test</p> <p>Sigmund Freud Alfred Adler Carl Jung Karen Horney</p>	<ul style="list-style-type: none"> • Defense Mechanism Skits
<ul style="list-style-type: none"> • Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. • Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality. • Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI]), and evaluate relative test quality based on reliability and validity of the instruments. • Identify key contributors to personality theory (e.g. Paul Costa and Robert McCrae). 	<p>Ch. 11 Ch. 14</p>	<p>personality inventories validity reliability Minnesota Multiphasic Personality Inventory (MMPI)</p> <p>Gordon Allport Raymond Cattell Hans Eysenck Paul Costa Robert McCrae</p>	<ul style="list-style-type: none"> • Make a Trait Theory Personality Test

<ul style="list-style-type: none"> • Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. • Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures). • Identify key contributors to personality theory (e.g. Albert Bandura). 	Ch. 14	<p>reciprocal determinism external locus of control internal locus of control learned helplessness collectivistic cultures individualistic cultures</p> <p>Albert Bandura Martin Seligman</p>	<ul style="list-style-type: none"> • Learned Helplessness and Grades
<ul style="list-style-type: none"> • Compare and contrast the major theories and approaches to explaining, personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. • Identify key contributors to personality theory (e.g. Abraham Maslow, Carl Rogers). 	Ch. 14	<p>humanistic psychology self-actualization unconditional positive regard self-concept</p> <p>Abraham Maslow Carl Rogers</p>	<ul style="list-style-type: none"> • Personality Masks
11. Testing and Individual Differences			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. 	Ch. 11	<p>Types of reliability (split-half, equivalent form reliability, test-retest)</p> <p>Types of validity (face, content, criterion, construct)</p>	
<ul style="list-style-type: none"> • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. 	Ch. 11	<p>Aptitude v. Achievement Speed v. Power Group v. Individual standardization</p>	
<ul style="list-style-type: none"> • Define intelligence and list characteristics of how psychologists measure 	Ch. 11	<p>Spearman – The “g” factor Gardner - Multiple Intelligences Goleman – Emotional Intelligence</p>	<ul style="list-style-type: none"> • Multiple vs. Single Intelligence Debate

<p>intelligence: — abstract versus verbal measures; — speed of processing.</p> <ul style="list-style-type: none"> • Discuss how culture influences the definition of intelligence. • Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg). 		<p>(EQ) Sternberg – Triarchic Theory of Intelligence</p> <p>Howard Gardner Robert Sternberg Charles Spearman Lewis Terman</p>	
<ul style="list-style-type: none"> • Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled). • Debate the appropriate testing practices, particularly in relation to culture-fair test uses. • Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, David Wechsler). 	Ch. 11	<p>mental age (MA) intelligence quotient (IQ) Bias in Testing Nature v. Nurture: Intelligence</p> <p>Alfred Binet David Wechsler Francis Galton</p>	
12. Abnormal Psychology/Psychological Disorders			
AP Course Description	Chapters	Terms	Activities/Demonstrations

<ul style="list-style-type: none"> • Describe contemporary and historical conceptions of what constitutes psychological disorders. • Recognize the use of the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments. • Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural. • Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study). • Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense). 	Ch. 16	<p>psychological disorder medical model psychoanalytic model humanistic model cognitive model biological model sociocultural model bio-psycho-social model insanity DSM-IV-TR The Rosenhan Study: The Influence of Labels</p> <p>Philippe Pinel Sigmund Freud</p>	<ul style="list-style-type: none"> o Diathesis-Stress Model and Peanut Butter o The Use of Videos to Demonstrate Aspects of Psychological Disorders o Psych. Disorders Project Possibilities
<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	<p>anxiety generalized anxiety disorder panic disorder “Simple” phobias Agoraphobia Social phobias obsessive-compulsive disorder posttraumatic stress disorder Theories about the causes of Anxiety disorders</p>	
<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	<p>hypochondriasis conversion disorders Theories about the causes of Somatoform disorders</p>	

<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	Major (Unipolar) Depression Seasonal Affective Disorder (SAD) Bipolar Disorder (Manic-Depression) Theories about the causes of Mood disorders	
<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	schizophrenia delusions hallucinations Disorganized Schizophrenia Paranoid Schizophrenia Catatonic Schizophrenia Undifferentiated Schizophrenia Theories about the causes of Schizophrenia	
<ul style="list-style-type: none"> • Describe contemporary and historical conceptions of what constitutes psychological disorders. • Recognize the use of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> published by the American Psychiatric Association as the primary reference for making diagnostic judgments. • Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural. • Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study). • Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense). 	Ch. 16	psychological disorder medical model psychoanalytic model humanistic model cognitive model biological model sociocultural model bio-psycho-social model insanity DSM-IV-TR The Rosenhan Study: The Influence of Labels Philippe Pinel Sigmund Freud	<ul style="list-style-type: none"> o Diathesis-Stress Model and Peanut Butter o The Use of Videos to Demonstrate Aspects of Psychological Disorders o Psych. Disorders Project Possibilities

<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	anxiety generalized anxiety disorder panic disorder “Simple” phobias Agoraphobia Social phobias obsessive-compulsive disorder posttraumatic stress disorder Theories about the causes of Anxiety disorders	
<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	hypochondriasis conversion disorders Theories about the causes of Somatoform disorders	
<ul style="list-style-type: none"> • Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. 	Ch. 16	antisocial personality disorder Theories about the causes of Personality disorders	
13. Treatment of Psychological Disorders			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> • Describe the central characteristics of psychotherapeutic intervention. • Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. • Summarize effectiveness of specific treatments used to address specific problems. • Identify major figures in psychological treatment (e.g. Sigmund Freud). 	Ch. 17	psychoanalysis resistance interpretation transference Sigmund Freud	

<ul style="list-style-type: none"> • Describe the central characteristics of psychotherapeutic intervention. • Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. • Summarize effectiveness of specific treatments used to address specific problems. • Identify major figures in psychological treatment (e.g. Carl Rogers). 	Ch. 17	<p>client-centered therapy active listening</p> <p>Carl Rogers</p>	<ul style="list-style-type: none"> • Three Approaches to Psychotherapy video
<ul style="list-style-type: none"> • Describe the central characteristics of psychotherapeutic intervention. • Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. • Summarize effectiveness of specific treatments used to address specific problems. • Identify major figures in psychological treatment (e.g. B. F. Skinner, Joseph Wolpe. Mary Cover Jones). 	Ch. 17	<p>systematic desensitization aversive conditioning token economy Counterconditioning Flooding Aversive Conditioning</p> <p>B. F. Skinner Joseph Wolpe Mary Cover Jones</p>	

<ul style="list-style-type: none"> Describe the central characteristics of psychotherapeutic intervention. Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. Summarize effectiveness of specific treatments used to address specific problems. Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis). <ul style="list-style-type: none"> Describe prevention strategies that build resilience and promote competence. Compare and contrast different treatment formats (e.g., individual, group). 	Ch. 17	Rational Emotive Therapy (RET) Group Therapy Unconditional Positive Regard Aaron Beck Albert Ellis	<ul style="list-style-type: none"> Beck Depression Inventory
<ul style="list-style-type: none"> Describe the central characteristics of psychotherapeutic intervention. Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. Summarize effectiveness of specific treatments used to address specific problems. 	Ch. 17	biomedical therapy deinstitutionalization antipsychotic drugs antianxiety drugs antidepressant drugs electroconvulsive therapy (ECT) lobotomy	
14. Social Psychology			
AP Course Description	Chapters	Terms	Activities/Demonstrations
<ul style="list-style-type: none"> Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias). Anticipate the impact of behavior on a self-fulfilling prophecy. Discuss attitudes and how they change (e.g., central route to 	Ch. 18	attribution theory fundamental attribution error self-serving bias Attitude Formation and Change The Relationship Between Attitudes and Behaviors self-fulfilling prophecy	

<p>persuasion).</p> <ul style="list-style-type: none"> • Discuss attitude formation and change, including persuasion strategies and cognitive dissonance. • Identify important figures in social psychology (e.g. Leon Festinger). 		<p>foot-in-door phenomenon (Compliance Strategies) central/peripheral route to persuasion cognitive dissonance</p> <p>Leon Festinger</p>	
<ul style="list-style-type: none"> • Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization). • Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority. • Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation). • Identify important figures in social psychology (e.g., Solomon Asch, Stanley Milgram). 	Ch. 18	<p>conformity obedience social facilitation social loafing bystander effect deindividuation group polarization groupthink self-fulfilling prophecy</p> <p>Solomon Asch Stanley Milgram</p>	<ul style="list-style-type: none"> • Milgram Demonstration • Social Facilitation Stroll
<ul style="list-style-type: none"> • Describe the variables that contribute to altruism, aggression, and attraction. 	Ch. 18	<p>mere exposure effect passionate love companionate love equity self-disclosure</p>	
<ul style="list-style-type: none"> • Describe the variables that contribute to altruism, aggression, and attraction. 	Ch. 18	<p>altruism bystander effect Antosocial/prosocial behaviors</p> <p>John Darley Bibb Latané</p>	
<ul style="list-style-type: none"> • Describe the variables that contribute to altruism, aggression, and attraction. 	Ch. 18	<p>frustration-aggression hypothesis media influences on aggression</p>	What is Aggression?

<ul style="list-style-type: none"> • Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice). • Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others. 	<p>Ch. 18</p>	<p>gender race ethnicity prejudice stereotype discrimination ingroup outgroup ingroup bias scapegoat theory just-world phenomenon superordinate goals</p>	
<p>Cross-cultural psychology (no AP Course Description objective associated with this topic)</p>		<p>culture individualism collectivism cross-cultural research culture-specific locus of control ethnocentrism David Matsumoto</p>	<p>Matter of Context</p>