



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

AP Psychology

Course Description:

The curriculum for this course is developed from the [College Board AP Psychology Curriculum](#) because it is designed to be the equivalent of a one semester introductory college or university Introduction to Psychology course. This is an elective social studies course. Due to the fact that this course is advanced, it is also weighted at 1.0. Students who take Advanced Placement Psychology can earn up to three college credits by taking the AP Exam. Taking the College Board exam is not a course requirement and students must pay the approximately \$95 fee associated with the exam. During this class we will explore the following 9 units: Scientific Foundations of Psychology, Biological Base of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Motivation, Emotion and Personality, Clinical Psychology and Social Psychology. We will study the major core concepts and theories of psychology as well as practice the basic skills of conducting and analyzing psychological research. Students will develop their critical thinking skills through reading, writing and discussion. They will also be required to apply psychological concepts to authentic contexts as well as their own lives. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards

Skill Category 1: Concept Understanding - Students will be able to define, explain, and apply psychological concepts, behavior, theories and perspectives.

- Define and/or apply concepts (1.A)
- Explain behavior in authentic context (1.B)
- Apply theories and perspectives in authentic contexts (1.C)

Skill Category 2: Data Analysis - Students will be able to analyze and interpret quantitative data.

Skill Category 3: Scientific Investigation - Students will be able to analyze psychological research studies

Unit	Description of Unit and Learning Targets
<p>Unit Title: Scientific Foundations of Psychology (10-14% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does the methodology of the research affect the outcome of a study? • How do ethical guidelines impact psychological research? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Recognize how philosophical and physiological perspectives shaped the development of psychological thought (1.A). • Identify the research contributions of major historical figures in psychology (1.B). • Describe and compare different theoretical approaches in explaining behavior (1.C). • Recognize the strengths and limitations of applying theories to explain behavior (1.D). • Distinguish the different domains of psychology (1.E). • Differentiate types of research with regard to purpose, strengths, and weaknesses (1.F). • Discuss the value of reliance on operational definitions and measurement in behavioral research (1.G). • Identify independent, dependant, confounding, and control variables in experimental designs (1.H). • Describe how research design drives the reasonable conclusions that can be drawn (1.J). • Distinguish between random assignment of participants to

	<p>conditions in experiments and random selection of participants, primarily in correlational studies and surveys (1.J).</p> <ul style="list-style-type: none"> • Predict the validity of behavioral explanations based on the quality of research design (1.K). • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculation simple descriptive statistics (1.L). • Distinguish the purposes of descriptive statistics and inferential statistics (1.M). • Identify how ethical issues inform and constrain research practices (1.N). • Describe how ethical and legal guidelines protect research participants and promote sound ethical practice (1.O).
<p>Unit Title: Biological Bases of Behavior (8-10% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can biology influence our behavior and mental processes? • What happens when a particular neurotransmitter is absent from the body? • How do biological and environmental factors interact to influence our behaviors and mental processes? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior (2.A). • Identify key research contributions of scientists in the area of heredity and environment (2.B). • Predict how traits and behavior can be selected for their adaptive value (2.C). • Discuss the effect of the endocrine system on behavior (2.D). • Describe the nervous system and its subdivisions and functions (2.E). • Identify basic processes and systems in the biological bases of behavior, including parts of the neuron (2.F). • Identify the basic process of transmission of a signal between neurons (2.G). • Discuss the influence of drugs on neurotransmitters (2.H). • Describe the nervous system and its subdivisions and functions in their brain (2. L). • Identify the contributions of key researchers to the study of the brain (2.J). • Recount historic and contemporary research strategies and technologies that support research (2.K). • Identify the contributions of key researchers to the development of tools for examining the brain (2.L). • Discuss the role of neuroplasticity in traumatic brain injury (2.M). • Identify the contributions of key researchers to the study of neuroplasticity (2.N). • Describe various states of consciousness and their impact on behavior (2.O). • Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects (2.P). • Discuss drug dependence, addiction, tolerance, and withdrawal (2.Q). • Identify the contributions of major figures in consciousness research (2.R). • Discuss aspects of sleep and dreaming (2.S).
<p>Unit Title: Sensation and Perception (6-8%</p>	<p>Students will...</p>

<p>of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we process the information we receive from our environments? • How does our interpretation of the information we receive from the environment influence our behaviors and mental processes? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Discuss basic principles of sensory transduction, including absolute threshold, difference threshold signal detection, and sensory adaptation (3.B). • Identify the research contributions of major historical figures in sensation and perception (3.C). • Discuss how experience and culture can influence perceptual processes (3.D). • Discuss the role of attention in behavior (3.E) • Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses (3.F). • Explain common sensory conditions (3.G). • Explain the role of top-down processing in producing vulnerability to illusion (3.H). • Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses (3.I) • Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses (3.J). • Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses..
<p>Unit Title: Learning (7-9% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we learn? • How do our experiences influence our behaviors and mental processes? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the contributions of key researchers in the psychology of learning (4.A). • Interpret graphs that exhibit the results of learning experiments (4.B). • Describe the essential characteristics of insight learning, latent learning, and social learning (4.C). • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness (4.D). • Provide examples of how biological constraints create learning predispositions (4.E) • Describe basic classical conditioning phenomena (4.F). • Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (4.G). • Predict the effects of operant conditioning (4.H) • Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning (4.I). • Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems (4.J).
<p>Unit Title: Cognitive Psychology (13-17% of AP Exam)</p> <p><u>Essential Questions:</u></p>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare and contrast various cognitive processes (5.A).

<ul style="list-style-type: none"> • What roles do memory and thinking play in our behaviors? • What is intelligence and how can we study it to understand it? 	<ul style="list-style-type: none"> • Describe and differentiate psychological and physiological systems of memory (5.B). • Identify the contributions of key researchers in cognitive psychology (5.C). • Outline the principles that underlie construction and encoding of memories (5.D). • Outline the principles that underlie effective storage of memories (5.E). • Describe strategies for retrieving memories (5.F). • Describe strategies for memory improvement and typical memory errors (5.G). • Describe and differentiate psychological and physiological systems of short-and long-term memory (5.H). • Identify problem-solving strategies as well as factors that influence their effectiveness (5.I). • List the characteristics of creative thought and creative thinkers (5.J). • Identify problem-solving strategies as well as factors that create bias and errors in thinking (5.K). • Define intelligence and list characteristics of how psychologists measure intelligence (5.L) • Discuss how culture influences the definition of intelligence (5.M) • Compare and contrast historic and contemporary theories of intelligence (5.N) • Identify the contributions of key researchers in intelligence research and testing (5.O). • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity (5.P). • Interpret the meaning of scores in terms of the normal curve (5.Q). • Describe relevant labels related to intelligence testing (5.R). • Synthesize how biological, cognitive and cultural factors converge to facilitate acquisition, development, and use of language (5.S). • Debate the appropriate practices, particularly in relation to culture-fair test uses (5.T).
<p>Unit Title: Developmental Psychology (7-9% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we perceive and understand ourselves? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain the process of conception and gestation, including factors that influence successful prenatal development (6.A). • Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior (6.B). • Discuss maturation of motor skills (6.C). • Describe the influence of temperament and other social factors on attachment and appropriate socialization (6.D). • Identify the contributions of major researchers in developmental psychology in the area of social development in childhood (6.E). • Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior (6.F). • Explain how parenting styles influence development (6.G). • Explain the maturation of cognitive abilities (Piaget's stages,

	<p>Informational process). (6.H).</p> <ul style="list-style-type: none"> ● Identify the contributions of major researchers in the area of cognitive development in childhood (6.I). ● Discuss the maturational challenges in adolescence, including related family conflicts (6.J). ● Characterize the development of decisions related to intimacy as people mature (6.K). ● Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function (6.L). ● Identify the contributions of key researchers in the area of adulthood and aging (6.M). ● Identify the contributions of major researchers in the area of moral development (6.N). ● Compare and contrast models of moral development (6.O). ● Describe how sex and gender influence socialization and other aspects of development (6.P).
<p>Unit Title: Motivation, Emotion & Personality (11-15% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What motivates us to think and act the way we do? ● Why do some people respond to stress in a healthier way than others? ● Why don't psychologists agree? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Identify and apply basic motivational concepts to understand the behavior of humans and other animals (7.A). ● Compare and contrast motivational theories, including the strengths and weaknesses of each (7.B). ● Describe classic research findings in specific motivations (7.C). ● Identify contributions of key researchers in the psychological field of motivation and emotion (7.D). ● Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis (7.E). ● Compare and contrast major theories of emotion (7.F). ● Describe how cultural influences shape emotional expression including variations in body language (7.G). ● Discuss theories of stress and the effects of stress on psychological and physical well-being (7.H). ● Describe and compare research methods that psychologists use to investigate personality (7.I). ● Identify the contributions of major researchers in personality theory (7.J). ● Compare and contrast the psychoanalytic theories of personality with other theories of personality (7.K). ● Compare and contrast the behaviorist and social cognitive theories of personality with other theories (7.L). ● Compare and contrast humanistic theories of personality with other theories of personality (7.M). ● Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (7.N). ● Compare and contrast trait theories of personality with other theories of personality (7.O) ● Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments (7.P).
<p>Unit Title: Clinical Psychology (12-16% of AP Exam)</p>	<p>Students will...</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is psychological perspective necessary in the treatment of disorders? • How are psychological disorders treated? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments (8.A). • Describe contemporary and historical conceptions of what constitutes psychological disorders (8.B). • Discuss the intersection between psychology and the legal (8.C). • Evaluate the strengths and limitations of various approaches to explaining psychological disorders (8.D). • Identify the positive and negative consequences of diagnostic labels (8.E). • Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms (8.F). • Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms (8.G). • Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma-and stressor-related disorders and their corresponding symptoms (8.H). • Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms (8.I). • Describe the central characteristics of psychotherapeutic intervention (8.J) • Identify the contributions of major figures in psychological treatment (8.K). • Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning (8.L). • Summarize effectiveness of specific treatments used to address specific problems (8.M). • Discuss how cultural and ethnic context influence choice and success of treatment (ex: factors that lead to premature termination of treatment) (8.N). • Describe prevention strategies that build resilience and promote competence (8.O). • Summarize effectiveness of specific treatments used to address specific problems from a biological perspective (8.P). • Compare and contrast different treatment methods (8.Q).
<p>Unit Title: Social Psychology (8-10% of AP Exam)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does the bias of a researcher affect their conclusions? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Apply attribution theory to explain motives (9.A). • Articulate the impact of social cultural categories on self-concept and relations with others (9.B). • Anticipate the impact of self-fulfilling prophecy on behavior (9.C). • Identify important figures and research in the areas of attitude formation and change (9.D). • Discuss attitude formation and change, including persuasion strategies and cognitive dissonance (9.E). • Identify the contributions of key researchers in the areas of

conformity, compliance and obedience (9.F).

- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority (9.G).
- Describe the structure and function of different kinds of group behavior (9.H).
- Predict the impact of the presence of others on individual behavior (9.I).
- Describe processes that contribute to differential treatment of group members (9.J).
- Describe the variables that contribute to altruism and aggression (9.K).
- Describe the variables that contribute to attraction (9.L)