

# Curriculum Map

Course Title: AP Psychology – High School	Quarter: 1	
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### Essential Questions for this Quarter:

1. How does the methodology of the research affect the outcome of a study?
2. How do ethical guidelines impact psychological research?
3. How can biology influence our behavior and mental processes?
4. What happens when a particular neurotransmitter is absent from the body?
5. How do biological and environmental facts interact to influence our behaviors and mental processes?

Unit/Time Frame	Student Focus	Content	Skills	Assessment	Resources
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<p><b>Unit 1:</b> Scientific Foundations of Psychology</p> <p><b>Unit 2:</b> Biological Bases of Behavior</p>	<p>Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering.</p> <p>Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.</p> <p>An effective introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior — is an important element in the AP course.</p>	<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>• Introducing Psychology</li> <li>• Research Methods in Psychology</li> <li>• Defining Psychological Science: The Experimental Method</li> <li>• Selecting a Research method</li> <li>• Statistical Analysis in Psychology</li> <li>• Ethical Guidelines in Psychology</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>• Interaction of Heredity and Environment</li> <li>• The Endocrine System</li> <li>• Overview of the Nervous System and the Neuron</li> <li>• Neural Firing</li> <li>• Influence of Drugs on Neural Firing</li> <li>• The Brain</li> <li>• Tools for Examining Brain Structure and Function</li> <li>• The Adaptable Brain</li> <li>• Sleep and Dreaming</li> </ul>	<p>Recognize how philosophical and physiological perspectives shaped the development of psychological thought.</p> <p>Identify the research contributions of major historical figures in psychology.</p> <p>Describe and compare different theoretical approaches in explaining behavior.</p> <p>Recognize the strengths and limitations of applying theories to explain behavior.</p> <p>Distinguish the different domains of psychology.</p> <p>Differentiate types of research with regard to purpose, strengths, and weaknesses.</p> <p>Identify independent, dependent, confounding, and control variables in experimental designs.</p> <p>Describe how research design drives the reasonable conclusions that can be drawn.</p> <p>Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</p> <p>Predict the validity of behavioral explanations based on the quality of research design.</p> <p>Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.</p> <p>Distinguish the purposes of descriptive statistics and inferential statistics.</p> <p>Identify how ethical issues inform and constrain research practices.</p> <p>Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</p> <p>Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.</p> <p>Identify key research contributions of scientists in the area of heredity and environment</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/Projects: 10%</p>	<p><b>Textbook:</b></p> <p>Myers, David G. Myers' Psychology for AP*. New York: Worth.</p> <p>Hock, Roger R. Forty Studies that Changed Psychology, 7th ed. Upper Saddle River, NJ: Pearson, 2012.</p> <p>Hunt, Morton. The Story of Psychology. New York: Doubleday, 2007.</p>
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### *Middle/Senior High School Curriculum Map*

			<p>Predict how traits and behavior can be selected for their adaptive value.</p> <p>Discuss the effect of the endocrine system on behavior.</p> <p>Describe the nervous system and its subdivisions and functions.</p> <p>Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.</p> <p>Identify basic process of transmission of a signal between neurons.</p> <p>Discuss the influence of drugs on neurotransmitters.</p> <p>Describe the nervous system and its subdivisions and functions in the brain.</p> <p>Identify the contributions of key researchers to the study of the brain.</p> <p>Recount historic and contemporary research strategies and technologies that support research.</p> <p>Identify the contributions of key researchers to the development of tools for examining the brain.</p> <p>Discuss the role of neuroplasticity in traumatic brain injury.</p> <p>Identify the contributions of key researchers to the study of neuroplasticity.</p> <p>Describe various states of consciousness and their impact on behavior.</p> <p>Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.</p> <p>Discuss drug dependence, addiction, tolerance, and withdrawal.</p> <p>Identify the contributions of major figures in consciousness research.</p> <p>Discuss aspects of sleep and dreaming.</p>		
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*Middle/Senior High School Curriculum Map*  
**Curriculum Map**

<b>Course Title: AP Psychology – High School</b>	<b>Quarter: 2</b>	
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**Essential Questions for this Quarter:**

1. How do we process the information we receive from our environments?
2. How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
3. How do we learn?
4. How do our experiences influence our behaviors and mental processes?
5. What roles do memory and thinking play in our behaviors?
6. What is intelligence and how can we study it to understand it?

Unit/Time Frame	Student Focus	Content	Skills	Assessment	Resources
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<p>Unit 3: Sensation and Perception</p> <p>Unit 4: Learning</p> <p>Unit 5: Cognitive Psychology</p>	<p>Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process.</p> <p>This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning.</p> <p>In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information. This part of the course also addresses problem solving, language, and creativity.</p>	<p>Unit 3:</p> <ul style="list-style-type: none"> <li>• Principles of Sensation</li> <li>• Principles of Perception</li> <li>• Visual Anatomy</li> <li>• Visual Perception</li> <li>• Auditory Sensation and Perception</li> <li>• Chemical Senses</li> <li>• Body Senses</li> </ul> <p>Unit 4:</p> <ul style="list-style-type: none"> <li>• Introduction to Learning</li> <li>• Classical Conditioning</li> <li>• Operant Conditioning</li> <li>• Social and Cognitive Factors in Learning</li> </ul> <p>Unit 5:</p> <ul style="list-style-type: none"> <li>• Introduction to Memory</li> <li>• Encoding</li> <li>• Storing</li> <li>• Retrieving</li> <li>• Forgetting and Memory Distortion</li> <li>• Biological Bases of Memory</li> <li>• Introduction to Thinking and Problem Solving</li> <li>• Biases and Errors in Thinking</li> <li>• Introduction to Intelligence</li> <li>• Psychometric Principles and Intelligence Testing</li> <li>• Components of Language and Language Acquisition</li> </ul>	<p>Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.</p> <p>Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaption.</p> <p>Identify the research contributions of major historical figures in sensation and perception.</p> <p>Discuss how experience and culture can influence perceptual processes.</p> <p>Discuss the role of attention in behavior.</p> <p>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.</p> <p>Explain common sensory conditions.</p> <p>Explain the role of top-down processing in producing vulnerability to illusion.</p> <p>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.</p> <p>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.</p> <p>Describe the 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> <p>Identify the contributions of key researchers in the psychology of learning.</p> <p>Interpret graphs that exhibit the results of learning experiments.</p> <p>Describe the essential characteristics of insight learning, latent learning, and social learning.</p>	<p>Classwork 50%</p> <p>Tests/Quizzes 40%</p> <p>Extended Assignments/ Projects: 10%</p>	<p>Textbook:</p> <p>Myers, David G. Myers' Psychology for AP*. New York: Worth.</p> <p>Hock, Roger R. Forty Studies that Changed Psychology, 7th ed. Upper Saddle River, NJ: Pearson, 2012.</p> <p>Hunt, Morton. The Story of Psychology. New York: Doubleday, 2007.</p>
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## Middle/Senior High School Curriculum Map

			<p>Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</p> <p>Provide examples of how biological constraints create learning predispositions.</p> <p>Describe basic classical conditioning phenomena.</p> <p>Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</p> <p>Predict the effects of operant conditioning.</p> <p>Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.</p> <p>Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</p> <p>Compare and contrast various cognitive processes.</p> <p>Describe and differentiate psychological and physiological systems of memory.</p> <p>Identify the contributions of key researchers in cognitive psychology.</p> <p>Outline the principles that underlie construction and encoding of memories.</p> <p>Outline the principles that underlie effective storage of memories.</p> <p>Describe strategies for retrieving memories.</p> <p>Describe strategies for memory improvement and typical memory errors.</p> <p>Describe and differentiate psychological and physiological systems of short- and long-term memory.</p> <p>Identify problem-solving strategies as well as factors that influence their effectiveness.</p> <p>List the characteristics of creative thought and creative thinkers.</p> <p>Identify problem-solving strategies as well as factors that create bias and errors in thinking.</p> <p>Define intelligence and list characteristics of how psychologists measure intelligence.</p> <p>Discuss how culture influences the definition of intelligence.</p> <p>Compare and contrast historic and contemporary theories of intelligence.</p> <p>Identify the contributions of key researchers in intelligence research and testing.</p> <p>Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.</p> <p>Interpret the meaning of scores in terms of the normal curve.</p> <p>Describe relevant labels related to intelligence testing.</p> <p>Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of</p>		
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## Middle/Senior High School Curriculum Map

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

## Curriculum Map

<b>Course Title: AP Psychology – High School</b>	<b>Quarter: 3</b>	
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### Essential Questions for this Quarter:

1. How do we perceive and understand ourselves?
2. What motivates us to think and act the way we do?
3. Why do some people respond to stress in a healthier way than others?
4. Why don't psychologists agree?

Unit/Time Frame	Student Focus	Content	Skills	Assessment	Resources
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<p><b>Unit 6:</b> Developmental Psychology</p> <p><b>Unit 7:</b> Motivation, Emotion, and Personality</p>	<p>Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.</p> <p>Students are to explore major theories of how humans develop enduring patterns of behavior and personal characteristics</p>	<p><b>Unit 6:</b></p> <ul style="list-style-type: none"> <li>• The Lifespan and Physical Development in Childhood</li> <li>• Social Development in Childhood</li> <li>• Cognitive Development in Childhood</li> <li>• Adolescent Development</li> <li>• Adulthood and Aging</li> <li>• Moral Development</li> <li>• Gender and Sexual Orientation</li> </ul> <p><b>Unit 7:</b></p> <ul style="list-style-type: none"> <li>• Theories of Motivation</li> <li>• Specific Topics in Motivation</li> <li>• Theories of Emotion</li> <li>• Stress and Coping</li> <li>• Introduction to Personality</li> <li>• Psychoanalytic Theories of Personality</li> <li>• Behaviorism and Social Cognitive Theories of Personality</li> </ul>	<p>Explain the process of conception and gestation, including factors that influence successful pre-natal development.</p> <p>Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.</p> <p>Discuss maturation of motor skills.</p> <p>Describe the influence of temperament and other social factors on attachment and appropriate socialization.</p> <p>Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.</p> <p>Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.</p> <p>Explain how parenting styles influence development.</p> <p>Explain the maturation of cognitive abilities (Piaget's stages, information process).</p>	<p><b>Classwork 50%</b></p> <p><b>Tests/Quizzes 40%</b></p> <p><b>Extended Assignments/Projects: 10%</b></p>	<p><b>Textbook:</b></p> <p>Myers, David G. Myers' Psychology for AP*. New York: Worth.</p> <p>Hock, Roger R. Forty Studies that Changed Psychology, 7th ed. Upper Saddle River, NJ: Pearson, 2012.</p> <p>Hunt, Morton. The Story of Psychology. New York: Doubleday, 2007.</p>
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### Middle/Senior High School Curriculum Map

	<p>that influence how others relate to them. The unit also addresses research methods used to assess personality.</p> <p>Students are to explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.</p>	<ul style="list-style-type: none"> <li>• Humanistic Theories of Personality</li> <li>• Trait Theories of Personality</li> <li>• Measuring Personality</li> </ul>	<p>Identify the contributions of major researchers in the area of cognitive development in childhood.</p> <p>Discuss maturational challenges in adolescence, including related family conflicts.</p> <p>Characterize the development of decisions related to intimacy as people mature.</p> <p>Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.</p> <p>Identify the contributions of key researchers in the area of adulthood and aging.</p> <p>Identify the contributions of major researchers in the area of moral development.</p> <p>Compare and contrast models of moral development.</p> <p>Describe how sex and gender influence socialization and other aspects of development.</p> <p>Identify and apply basic motivational concepts to understand the behavior of humans and other animals.</p> <p>Compare and contrast motivational theories, including the strengths and weaknesses of each.</p> <p>Describe classic research findings in specific motivations.</p> <p>Identify contributions of key researchers in the psychological field of motivation and emotion.</p> <p>Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</p> <p>Compare and contrast major theories of emotion.</p> <p>Describe how cultural influences shape emotional expression, including variations in body language.</p> <p>Discuss theories of stress and the effects of stress on psychological and physical well-being.</p> <p>Describe and compare research methods that psychologists use to investigate personality.</p> <p>Identify the contributions of major researchers in personality theory.</p> <p>Compare and contrast the psychoanalytic theories of personality with other theories of personality.</p> <p>Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.</p> <p>Compare and contrast humanistic theories of personality with other theories of personality.</p> <p>Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.</p> <p>Compare and contrast trait theories of personality with other theories of personality.</p> <p>Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.</p>		
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## Middle/Senior High School Curriculum Map

### Curriculum Map

<b>Course Title: AP Psychology – High School</b>	<b>Quarter: 4</b>	
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#### Essential Questions for this Quarter:

1. Why is psychological perspective necessary in the treatment of disorders?
2. How are psychological disorders treated?
3. How does the bias of a researcher affect their conclusions?

Unit/Time Frame	Student Focus	Content	Skills	Assessment	Resources
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<p><b>Unit 8:</b> Clinical Psychology</p> <p><b>Unit 9:</b> Social Psychology</p>	<p>Students are to focus on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena.</p> <p>Students are to focus on the understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology</p> <p>Students are to focus on how individuals relate to one another in social situations. Social</p>	<p><b>Unit 8:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Psychological Disorders</li> <li>• Psychological Perspectives and Etiology of Disorders</li> <li>• Neurodevelopmental and Schizophrenic Spectrum Disorders</li> <li>• Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders</li> <li>• Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders</li> <li>• Feeding and Eating, Substance and Addictive, and Personality Disorders</li> <li>• Introduction to Treatment of Psychological Disorders</li> <li>• Psychological perspectives and Treatment of Disorders</li> <li>• Treatment of Disorders from the Biological Perspective</li> <li>• Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders</li> </ul>	<p>.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.</p> <p>Describe contemporary and historical conceptions of what constitutes psychological disorders.</p> <p>Discuss the intersection between psychology and the legal system.</p> <p>Evaluate the strengths and limitations of various approaches to explaining psychological disorders.</p> <p>Identify the positive and negative consequences of diagnostic labels.</p> <p>Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.</p> <p>Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their</p>	<p><b>Classwork 50%</b></p> <p><b>Tests/Quizzes 40%</b></p> <p><b>Extended Assignments/Projects: 10%</b></p>	<p><b>Textbook:</b></p> <p>Myers, David G. Myers' Psychology for AP*. New York: Worth.</p> <p>Hock, Roger R. Forty Studies that Changed Psychology, 7th ed. Upper Saddle River, NJ: Pearson, 2012.</p> <p>Hunt, Morton. The Story of Psychology. New York: Doubleday, 2007.</p>
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	<p>psychologists study social attitudes, social influence, and other social phenomena.</p>	<p>Unit 9:</p> <ul style="list-style-type: none"> <li>• Attribution Theory and Person Perception</li> <li>• Attitude Formation and Attitude Change</li> <li>• Conformity, Compliance, and Obedience</li> <li>• Group Influences on Behavior and Mental Processes</li> <li>• Bias, Prejudice, and Discrimination</li> <li>• Altruism and Aggression</li> <li>• Interpersonal Attraction</li> </ul>	<p>corresponding symptoms.</p> <p>Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.</p> <p>Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.</p> <p>Describe the central characteristics of psychotherapeutic intervention.</p> <p>Identify the contributions of major figures in psychological treatment.</p> <p>Describe the major treatment orientations used in therapy and how those orientations influence therapeutic planning.</p> <p>Summarize effectiveness of specific treatments used to address specific problems.</p> <p>Discuss how cultural and ethnic context influence choice and success of treatment.</p> <p>Describe prevention strategies that build resilience and promote competence.</p> <p>Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.</p> <p>Compare and contrast different treatment methods.</p> <p>Apply attribution theory to explain motives.</p> <p>Articulate the impact of social and cultural categories on self-concept and relations with others.</p> <p>Anticipate the impact of self-fulfilling prophecy on behavior.</p> <p>Identify important figures and research in the areas of attitude formation and change.</p> <p>Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.</p> <p>Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</p> <p>Describe the structure and function of different kinds of group behavior.</p> <p>Predict the impact of the presence of others on individual behavior.</p> <p>Describe processes that contribute to differential treatment of group members.</p> <p>Describe the variables that contribute to altruism and aggression.</p> <p>Describe the variables that contribute to attraction.</p>		
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