Board Approved: 05/8/13
Course: AP Psychology

Department: Social Studies
Grade(s) 10 & 11

CURRICULUM SUMMARY

The purpose of the summary is to present an overview of the curriculum. Parents, community, and teachers of other disciplines are the intended audience of the curriculum summary.

History and Approaches
• Describe and compare different theoretical approaches. • Distinguish the different domains of psychology. • Identify the major historical figures in psychology

Research Methods
• Differentiate types of research • Identify independent, dependent, confounding and control variables in experimental designs • Apply basic descriptive statistical concepts • Describe how ethical and legal guidelines protect research participants and promote sound ethical practice

Biological Bases of Behavior
• Identify basic processes and systems in the biological bases of behavior • Describe the nervous system and its subdivisions and functions • Recount historic and contemporary research strategies and technologies that support research • Predict how traits and behavior can be selected for adaptive value

Sensation and Perception
• Discuss basic principles of sensory transduction and describe sensory processes • Explain common sensory disorders • Discuss how experience and culture can influence perceptual processes • Challenge common beliefs in parapsychological phenomena

CURRICULUM SUMMARY (Continued)

States of Consciousness	Learning and Cognition
• Describe various states of consciousness and their impact on behavior • Describe historic and contemporary uses of hypnosis • Identify the major psychoactive drug categories and classify specific drugs including their psychological and physiological effects	• Distinguish general differences between principals of classical conditioning, operant conditioning and observational learning • Interpret graphs that exhibit the results of learning experiments • Provide examples of how biological constraints create learning predispositions • Suggest how behavior modification, biofeedback, coping strategies and self-control can be used to address behavioral problems • Synthesize how biological, cognitive and cultural factors converge to facilitate acquisition, development and use of language • Identify problem-solving strategies as well as factors that influence their effectiveness

Motivation and Emotion
• Identify and apply basic motivational concepts to understand the behavior of humans and other animals • Compare and contrast motivational theories • Describe how cultural influences shape emotional expression, including variations in body language

Developmental Psychology
• Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior • Explain the maturation of cognitive abilities (e.g. Piaget's stages, information processing) • Compare and contrast models of moral development (e.g. Kohlberg, Gilligan) • Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function. Describe how sex and gender influence socialization and other aspects of development

Personality
• 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 Mutliphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT] and evaluate relative test quality based on reliability and validity of the instruments

Testing and Individual Differences
• Define intelligence and list characteristics of how psychologists measure intelligence: abstract versus verbal measures; speed of processing • Compare and contrast historic and contemporary theories of intelligence (e.g. Spearman, Gardner and Sternberg) • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity • Interpret the meaning of scores in terms of the normal curve • Debate the appropriate testing practices, particularly in relation to culture-fair test uses

- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g. collectivistic versus individualistic cultures

Abnormal Behavior

- Describe contemporary and historical conceptions of what constitutes psychological disorders
- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) as the primary reference for making diagnostic judgments
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, dissociative disorders and their corresponding symptoms
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological and sociocultural

Treatment of Abnormal Behavior

- Describe the central characteristics of psychotherapeutic intervention
- Compare and contrast different treatment orientations used in therapy (e.g. individual, group)
- Summarize effectiveness of specific treatments used to address specific problems
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g. factors that lead to premature termination of treatment
- Describe prevention strategies that build resilience and promote competence

Social Psychology
- 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   - Describe processes that contribute to differential treatment of group members   - Describe the variables that contribute to altruism, aggression and attraction   - Discuss attitude formation and change, including persuasion and cognitive dissonance