

AP Psychology 2022-23  
The Classical Academy, Colorado Springs  
Mrs. Stephanie Catmull, Teacher

Quizlet Code:

TEXTBOOKS: *Myers' Psychology for the AP Course, 3<sup>rd</sup> Edition* by David G. Myers and C. Nathan DeWall, Worth Publishers, 2018.  
*Viktor Frankl's Man's Search For Meaning*

AP EXAM DATE: Friday, May 12, 2023. The exam will take 2 hours. (Testing format/date is subject to change.)

- 100 Multiple Choice (70 minutes) – 66.7% of the total exam score
- 2 FRQs (25 minutes each/50 minutes total) – 33.3% of the total exam score

### WHAT TO EXPECT

- There are 9 Units (80 Modules) that we will be covering in the textbook, which is approximately one Unit per month. You will be expected to read one Module each night @8-12 pages, complete the notes packet, and be ready to discuss the concepts and terminology **before** coming to class. The PowerPoints for each Module will be available on Infinite Campus for your convenience.
- I highly recommend that you create your own notecards with the vocabulary for each unit. Even though these are already available to you on Quizlet, research shows that processing vocabulary words is more effective when you have written them yourself.
- The formative assessment packets are designed to help you write notes as you are reading through the text, and they will also be your study guides for Unit Exams, Final Exams, and the AP Exam. Each formative assessment packet include activities, outlines, vocabulary applications, short answers to scenarios, personal experience applications, worksheets, and practice Free Response Questions (FRQs). These will be turned in for points and are a major part of your Formative Assessment grade.
- You will have a Spring Psychology Experiment or Research Paper that will be assigned after the Winter Break which you will be working on during the rest of the semester outside of class. You are able to choose and design your own experiment or research topic based on the Units we have already completed. The final experiment paper must be complete before the AP Exam.
- Expect frequent reading and vocabulary quizzes to ensure that you are keeping up with the psychological concepts and terminology. Some of these quizzes will be from past Units so that you are keeping up with the terms and concepts throughout the school year.
- In class, I plan on covering the important concepts, but you will be expected to know the material from the textbook, even if it is not covered in class. I usually plan on doing hands-on activities as much as possible so that class is engaging and fun.

**UNIT EXAMS**

- Each Unit Exam will be formatted according to the AP Exam and include 50 Multiple Choice and 1 FRQ (Free Response Question). The pacing for these Unit Exams parallels the pacing for the AP Exam, so you will be getting used to how much time you will need for each question throughout the year.
- You have the opportunity to make test corrections for each Unit exam for an additional 50% of points missed. THIS IS YOUR CURVE – PLEASE USE IT! Your test corrections must be completed within 3 days upon receipt of the graded unit exam. You cannot make test corrections during the class period as this time is reserved for instruction only. You must give the corrected answer on the exam itself (not on a separate piece of paper) along with a thorough explanation of why this is the correct answer. You will be able to keep your corrected graded exams to study for the upcoming AP College Board Exam.

**GRADE DISTRIBUTION**

- Formative Assessments (packets, in-class activities) – 40%
- Summative Assessments (Quizzes/Unit Exams/Socratic Seminars/Experiments/Research Paper) – 40%
- Final Exams – 20%

DISCLAIMER: In AP Psychology, I will be introducing you to a wide spectrum of psychological topics that encompass many fields of study – some of which you may or may not necessarily agree with. That is ok, because as a TCA student we are all taught to listen to and respect everyone’s ideas while discussing them in a mature, healthy, and safe environment. My goal for this class is to give you a greater understanding of why people do what they do, while you learn to appreciate the different opinions and perspectives of your peers and those of society. If you come out of this class with a better understanding of people, then consider yourself a more well-adjusted, compassionate person who will make a positive impact and difference in your world and those around you.

ANOTHER DISCLAIMER: I am not a counselor. Please understand that while we will be learning about different counseling and therapeutic methods, I cannot give professional counsel to your particular situation. I can, however, point you to a certified counselor or other resource that may help you and give guidance to whatever you or someone close to you might be going through. If at any time you would like to seek help, please feel free to see me anytime outside of class. I am always here to help and point you in the right direction.

While we will be having frequent in-depth discussions in class, please do not share anything that should be kept confidential about yourself, your family, or your friends. What is talked about in class will not necessarily stay in class. You are never expected to share your own personal or medical history, so please use your own judgment when doing so.

**UNIT I: SOCIAL PSYCHOLOGY (8-10%)**

DAYS TO COVER	READING/LEARNING TARGETS	TERMS/NAMES TO KNOW
1 day	<p><b>Module 74 (pp. 768-774) Attribution, Attitudes, and Actions</b>                      (**Personality 3.1), (**Social Interactions 1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> <li>✓ What do social psychologists study?</li> <li>✓ How do we tend to explain others' behavior and our own? How do attitudes and actions interact?</li> </ul>	Social psychology Attribution theory Fundamental attribution error Attitude Peripheral route persuasion Central route persuasion Foot-in-the-door phenomenon Role Cognitive dissonance theory Philip Zimbardo Leon Festinger
2 days	<p><b>Module 75 (pp. 775-783) Conformity and Obedience</b> (**Social Influence 2.1, 2.2)</p> <ul style="list-style-type: none"> <li>✓ What is <i>social contagion</i>, and how do conformity experiments reveal the power of social influence? What do Milgram's obedience experiments teach us about the power of social influence?</li> <li>✓ What do the social influence studies teach us about ourselves? How much power do we have as individuals?</li> </ul>	Norms Conformity Normative social influence Solomon Asch Social contagion Stanley Milgram Informational social influence
2 days	<p><b>Module 76 (pp. 784-791) Group Behavior</b>                      (**Social Influence 2.3, 2.4), (**Sociocultural Diversity 1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> <li>✓ How does the presence of others influence our actions via social facilitation, social loafing, and deindividuation? How can group interaction enable group polarization?</li> <li>✓ What role does the Internet play in group polarization?</li> <li>✓ How can group interaction enable groupthink?</li> <li>✓ How does culture affect our behavior?</li> </ul>	Social facilitation Social loafing Deindividuation Group polarization Groupthink Culture
2 days	<p><b>Module 77 (pp. 792-800) Prejudice and Discrimination</b>                      (**Social Relations 3.1, 3.2, 3.3), (**Sociocultural Diversity 1.4, 1.5, 1.6, 2.6)</p> <ul style="list-style-type: none"> <li>✓ What is <i>prejudice</i>? How do explicit and implicit prejudice differ?</li> <li>✓ What groups are frequent targets of prejudice?</li> <li>✓ What are some social, emotional, and cognitive roots of prejudice, and what are some ways to eliminate prejudice?</li> </ul>	Prejudice Stereotype Discrimination Just-world phenomenon Ingroup Outgroup Ingroup bias Scapegoat theory

		Other-race effect
1 day	<p><b>Module 78 (pp. 801-807) Aggression</b> (**Social Relations 3.3)</p> <ul style="list-style-type: none"> <li>✓ How does psychology’s definition of aggression differ from everyday usage?</li> <li>✓ What biological factors make us more prone to hurt one another?</li> <li>✓ What psychological and social-cultural factors may trigger aggressive behavior?</li> </ul>	<p>Aggression</p> <p>Frustration-aggression principle</p> <p>Social script</p>
1 day	<p><b>Module 79 (pp. 808-815) Attraction</b> (**Social Relations 3.4)</p> <ul style="list-style-type: none"> <li>✓ Why do we befriend or fall in love with some people but not others?</li> </ul> <p>How does romantic love typically change as time passes?</p>	<p>Mere exposure effect</p> <p>Passionate love</p> <p>Companionate love</p> <p>Equity</p> <p>Self-disclosure</p>
1 day	<p><b>Module 80 (pp. 816-824) Altruism, Conflict, and Peacemaking</b> (**Vocational Applications 3.1, 3.2)</p> <ul style="list-style-type: none"> <li>✓ What is altruism? When are people most – and least – likely to help?</li> <li>✓ How do social exchange theory and social norms explain helping behavior?</li> <li>✓ How do social traps and mirror-image perceptions fuel social conflict? What can we do to promote peace?</li> </ul>	<p>Altruism</p> <p>John Darley</p> <p>Bibb Latane</p> <p>Bystander effect</p> <p>Social exchange theory</p> <p>Reciprocity norm</p> <p>Social-responsibility norm</p> <p>Conflict</p> <p>Social trap</p> <p>Mirror-image perceptions</p> <p>Self-fulfilling prophecy</p> <p>Superordinate goals</p> <p>GRIT</p>
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM – SOCIAL PSYCHOLOGY</b>	
1 day	<b>Video – The Wave</b>	

**UNIT II: COGNITIVE PSYCHOLOGY (13-17%)**

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
3 days	<p><b>Module 31 (pp. 326-338) Studying and Encoding Memories</b>                      (**Memory 1.1, 1.2, 1.3, 2.1, 2.4)</p> <ul style="list-style-type: none"> <li>✓ What is <i>memory</i>, and how is it measured?</li> <li>✓ How do psychologists describe the human memory system?</li> <li>✓ How do explicit and implicit memories differ?</li> <li>✓ What information do we process automatically?</li> <li>✓ How does sensory memory work?</li> <li>✓ What is our short-term and working memory capacity?</li> <li>✓ What are some effortful processing strategies that can help us remember new information?</li> <li>✓ What are the levels of processing, and how do they affect encoding?</li> </ul>	Memory Recall Recognition Relearning Encoding Storage Retrieval Parallel processing Sensory memory Short-term memory Long-term memory Working memory Explicit memory Effortful processing Automatic processing Implicit memory Iconic memory Echoic memory Chunking Mnemonics Spacing effect Testing effect Shallow processing Deep processing Hermann Ebbinghaus Richard Atkinson Richard Shiffrin George A. Miller
1 day	<p><b>Module 32 (pp. 339-349) Storing and Retrieving Memories</b>                      (**Memory 2.2, 2.4, 3.1)</p> <ul style="list-style-type: none"> <li>✓ What is the capacity of long-term memory? Are our long-term memories processed and stored in specific locations?</li> <li>✓ What roles do the frontal lobes and hippocampus play in memory processing?</li> <li>✓ What roles do the cerebellum and basal ganglia play in</li> </ul>	Semantic memory Episodic memory Hippocampus Memory consolidation Flashbulb memory Long-term potentiation (LTP)

	<p>memory processing?</p> <ul style="list-style-type: none"> <li>✓ How do emotions affect our memory processing?</li> <li>✓ How do changes at the synapse level affect our memory processing?</li> <li>✓ How do external cues, internal emotions, and order of appearance influence memory retrieval?</li> </ul>	<p>Priming            Encoding specificity principle            Mood-congruent memory            Serial position effect            Eric Kandel</p>
2 days	<p><b>Module 33 (pp. 350-364) Forgetting, Memory Construction, and Improving Memory</b> (**Memory 2.3, 3.2, 3.3, 3.4, 3.5)</p> <ul style="list-style-type: none"> <li>✓ Why do we forget?</li> <li>✓ How do misinformation, imagination, and source amnesia influence our memory construction?</li> <li>✓ How do we decide whether a memory is real or false?</li> <li>✓ Why have reports of repressed and recovered memories been so hotly debated?</li> <li>✓ How reliable are young children’s eyewitness descriptions?</li> <li>✓ How can you use memory research findings to do better in this and other courses?</li> </ul>	<p>Anterograde amnesia            Retrograde amnesia            Proactive interference            Retroactive interference            Repression            Reconsolidation            Misinformation effect            Source amnesia            Déjà vu            Elizabeth Loftus</p>
1 day	<p><b>Module 34 (pp. 365-369) Thinking, Concepts, and Creativity</b> (**Thinking 1.1)</p> <ul style="list-style-type: none"> <li>✓ What is <i>cognition</i>, and what are the functions of concepts?</li> <li>✓ What is <i>creativity</i>, and what fosters it?</li> </ul>	<p>Cognition            Concept            Prototype            Creativity            Convergent thinking            Divergent thinking            Robert Sternberg</p>
2 days	<p><b>Module 35 (pp. 370-380) Solving Problems and Making Decisions</b> (**Thinking 1.1, 1.2, 1.3, 2.1, 2.2, 2.3)</p> <ul style="list-style-type: none"> <li>✓ What cognitive strategies assist our problem solving, and what obstacles hinder it?</li> <li>✓ What is <i>intuition</i>, and how can the availability and representativeness heuristics influence our decisions and judgments?</li> <li>✓ What factors exaggerate our fear of unlikely events?</li> <li>✓ How are our decisions and judgments affected by overconfidence, belief perseverance, and framing?</li> <li>✓ How do smart thinkers use intuition?</li> </ul>	<p>Algorithm            Heuristic            Insight            Confirmation bias            Fixation            Mental set            Intuition            Representativeness heuristic            Availability heuristic            Overconfidence            Belief perseverance            Framing            Wolfgang Kohler</p>

		Amos Tversky Daniel Kahneman
2 days	<p><b>Module 36 (pp. 381-394) Thinking and Language</b> (**Language Development 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2), (**Life Span Development 4.4)</p> <ul style="list-style-type: none"> <li>✓ What are the structural components of a language?</li> <li>✓ How do we acquire language, and what is <i>universal grammar</i>?</li> <li>✓ What are the milestones in language development, and when is the critical period for acquiring language?</li> <li>✓ What brain areas are involved in language processing and speech?</li> <li>✓ What is the relationship between thinking and language, and what is the value of thinking in images?</li> </ul>	Language Phoneme Morpheme Grammar Babbling stage One-word stage Two-word stage Telegraphic speech Aphasia Broca's area Wernicke's area Linguistic determinism Linguistic influence Steven Pinker Noam Chomsky Paul Broca Carl Wernicke Benjamin Lee Whorf
2 days	<p><b>Module 60 (pp. 626-631) Introduction to Intelligence</b> (**Intelligence 1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> <li>✓ How do psychologists define <i>intelligence</i>, and what are the arguments for <i>g</i>?</li> <li>✓ How do Gardner's and Sternberg's theories of multiple intelligences differ, and what criticisms have they faced?</li> <li>✓ What are the four components of emotional intelligence?</li> </ul>	Intelligence General intelligence Factor analysis Savant syndrome Grit Emotional intelligence Charles Spearman L.L. Thurstone Howard Gardner Robert Sternberg
2 days	<p><b>Module 61 (pp. 632-639) Assessing Intelligence</b> (**Intelligence 2.1, 2.2, 2.3), (**Scientific Inquiry/Research 1.3)</p> <ul style="list-style-type: none"> <li>✓ What is an <i>intelligence test</i>, and how do achievement and aptitude tests differ?</li> <li>✓ When and why were intelligence tests created, and how do today's tests differ from early intelligence tests?</li> <li>✓ What is a <i>normal curve</i>, and what does it mean to say that a test has been <i>standardized</i> and is <i>reliable</i> and <i>valid</i>?</li> </ul>	Intelligence test Achievement test Aptitude test Mental age Stanford-Binet Intelligence quotient (IQ) Wechsler Adult Intelligence Scale (WAIS) Standardization

		Normal curve Reliability/validity Content validity Predictive validity Francis Galton Alfred Binet Lewis Terman David Wechsler
1 day	<b>Module 62 (pp. 640-646) The Dynamics of Intelligence</b> (**Intelligence 1.3) <ul style="list-style-type: none"> <li>✓ How does aging affect crystallized and fluid intelligence?</li> <li>✓ What are <i>cross-sectional studies</i> and <i>longitudinal studies</i>, and why is it important to know which method was used?</li> <li>✓ How stable are intelligence test scores over the life span?</li> <li>✓ What are the traits of those at the low and high intelligence extremes?</li> </ul>	Cohort Crystallized intelligence Fluid intelligence Cross-sectional study Longitudinal study Intellectual disability Down syndrome
2 days	<b>Viktor Frankl's Man's Search for Meaning</b>	
	<b>UNIT EXAM - COGNITION</b>	

\*\* Indicates National Standard for the American Psychological Association



## UNIT III: BIOLOGICAL BASES OF BEHAVIOR (8-10%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
2 days	<p><b>Module 9 (pp. 80-90) Biological Psychology and Neurotransmission</b> (**Biopsychological 1.2)</p> <ul style="list-style-type: none"> <li>✓ Why are psychologists concerned with human biology?</li> <li>✓ What are the parts of a neuron, and how are neural impulses generated? How do nerve cells communicate with other nerve cells?</li> <li>✓ How do neurotransmitters influence behavior, and how do drugs and other chemicals affect neurotransmission?</li> </ul>	Neuron Cell body Dendrites Axon Myelin sheath Glial cells Action potential Threshold Refractory period All-or-none response Synapse Neurotransmitters Reuptake Endorphins Agonist Antagonist
2 days	<p><b>Module 10 (pp. 91-97) The Nervous and Endocrine Systems</b> (**Biopsychological 1.1, 1.3, 2.1, 2.2, 2.3)</p> <ul style="list-style-type: none"> <li>✓ What are the functions of the nervous system's main divisions?</li> <li>✓ What are the three main types of neurons?</li> <li>✓ What is the nature and what are the functions of the endocrine system, and how does it interact with the nervous system?</li> </ul>	Nervous system Central nervous system (CNS) Peripheral nervous system (PNS) Nerves Sensory (afferent) neurons Motor (efferent) neurons Interneurons Somatic nervous system Autonomic nervous system (ANS) Sympathetic nervous system Parasympathetic nervous system Reflex Endocrine system Hormones Adrenal glands Pituitary gland
2 days	<p><b>Module 12 (pp. 109-119) The Cerebral Cortex</b> (**Biopsychological 1.4, 1.5)</p>	Cerebral cortex Frontal lobes

	<ul style="list-style-type: none"> <li>✓ What four lobes make up the cerebral cortex, and what are the functions of the motor cortex, somatosensory cortex, and association areas? Do we really use only 10% of our brain?</li> <li>✓ How does our brain adjust to new experiences?</li> <li>✓ To what extent can a damaged brain reorganize itself, and what is neurogenesis?</li> </ul>	<p>Parietal lobes Occipital lobes Temporal lobes Motor cortex Somatosensory cortex Association areas Plasticity Neurogenesis Paul Broca Carl Wernicke</p>
1 day	<p><b>Module 13 (pp. 120-128) Brain Hemisphere Organization and the Biology of Consciousness</b> (**Biopsychological 1.5)</p> <ul style="list-style-type: none"> <li>✓ What do split-brains reveal about the functions of our two brain hemispheres?</li> <li>✓ What is the <i>dual processing</i> being revealed by today's cognitive neuroscience?</li> </ul>	<p>Corpus callosum Split brain Consciousness Cognitive neuroscience Dual processing Blindsight Parallel processing Sequential processing Roger Sperry Michael Gazzaniga</p>
1 day	<p><b>Module 23 (pp. 231-240) Sleep Patterns and Sleep Theories</b> (**Consciousness 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3)</p> <ul style="list-style-type: none"> <li>✓ What is <i>sleep</i>?</li> <li>✓ How do our biological rhythms influence our daily functioning?</li> <li>✓ What is the biological rhythm of our sleeping and dreaming stages?</li> <li>✓ How do biology and environment interact in our sleep patterns?</li> </ul>	<p>Sleep Circadian rhythm REM sleep Alpha waves NREM sleep hallucinations Hypnagogic sensations Delta waves Suprachiasmatic nucleus</p>
1 day	<p><b>Module 24 (pp. 241-252) Sleep Deprivation, Sleep Disorders, and Dreams</b></p> <ul style="list-style-type: none"> <li>✓ How does sleep loss affect us, and what are the major sleep disorders?</li> <li>✓ What do we dream, and what functions have theorists proposed for dreams?</li> </ul>	<p>Insomnia Narcolepsy Sleep apnea Night terrors Dream Manifest content Latent content REM rebound</p>

		Sigmund Freud
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM – Biological Psychology</b>	
1 day	“Three Identical Strangers”	

\*\* Indicates National Standard for the American Psychological Association

## UNIT IV: MOTIVATION, EMOTION, AND PERSONALITY (11-15%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
1 day	<b>Module 37 (pp. 402-407) Motivational Concepts</b> (**Motivation 1.1, 1.2, 1.3, 2.4) <ul style="list-style-type: none"> <li>✓ How do psychologists define motivation? From what perspectives do they view motivated behavior?</li> <li>✓ Why is the idea that some needs are more compelling than others a useful framework for thinking about motivation?</li> </ul>	Motivation Instinct Physiological need Drive-reduction theory Homeostasis Incentive Yerkes-Dodson law Hierarchy of needs Abraham Maslow
1 day	<b>Module 38 (pp. 408-417) Hunger Motivation</b> (**Motivation 1.2) <ul style="list-style-type: none"> <li>✓ What physiological factors produce hunger? What cultural and situational factors influence hunger?</li> <li>✓ How are we affected by obesity, and what factors are involved in weight management?</li> </ul>	Glucose Set point Basal metabolic rate Obesity
1 day	<b>Module 40 (pp. 423-431) Affiliation and Achievement</b> (**Motivation 1.4, 2.3) <ul style="list-style-type: none"> <li>✓ What evidence points to our human affiliation need – our need to belong?</li> <li>✓ How does social networking influence us?</li> <li>✓ What is <i>achievement motivation</i>?</li> </ul>	Affiliation need Ostracism Narcissism Achievement motivation Grit
1 day	<b>Module 41 (pp. 432-441) Theories and Physiology of Emotion</b> (**Emotion 1.1, 1.2, 1.3, 2.1, 3.2) <ul style="list-style-type: none"> <li>✓ How do arousal, expressive behavior, and cognition interact in emotion?</li> <li>✓ To experience emotions, must we consciously interpret and label them?</li> <li>✓ What are the basic emotions, and what is the link between emotional arousal and the autonomic nervous system?</li> <li>✓ Do different emotions activate different physiological and brain-pattern responses?</li> <li>✓ How effective are polygraphs in using body states to detect lies?</li> </ul>	Emotion James-Lange theory Cannon-Bard theory Two-factor theory Polygraph William James Walter Cannon Stanley Schachter Robert Zajonc Joseph LeDoux Richard Lazarus
1 day	<b>Module 42 (pp. 442-449) Expressing Emotion</b> (**Emotion 2.2, 2.3, 3.1, 3.2) <ul style="list-style-type: none"> <li>✓ How do we communicate nonverbally?</li> </ul>	Facial feedback effect Behavior feedback effect Paul Ekman

	<ul style="list-style-type: none"> <li>✓ How do the genders differ in their ability to communicate nonverbally?</li> <li>✓ How are gestures and facial expressions understood within and across cultures?</li> <li>✓ How do our facial expressions influence our feelings?</li> </ul>	
1 day	<p><b>Module 43 (pp. 450-463) Stress and Illness</b> (**Health 1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> <li>✓ How does our appraisal of an event affect our stress reaction, and what are the three main types of stressors?</li> <li>✓ How do we respond and adapt to stress?</li> <li>✓ How does stress make us more vulnerable to disease?</li> <li>✓ Why are some of us more prone than others to coronary heart disease?</li> <li>✓ So, does stress <i>cause</i> illness?</li> </ul>	<p>Stress            General adaptation syndrome            Tend-and-befriend response            Health psychology            Psychoneuroimmunology            Coronary heart disease            Type A            Type B            Catharsis            Hans Selye</p>
1 day	<p><b>Module 44 (pp. 464-480) Health and Happiness</b> (**Health 1.4, 2.1, 2.3)</p> <ul style="list-style-type: none"> <li>✓ What are the links among basic outlook on life, social support, and stress and health?</li> <li>✓ How effective is aerobic exercise as a way to manage stress and improve well-being?</li> <li>✓ In what ways might relaxation and meditation influence stress and health?</li> <li>✓ What is the faith factor, and what are some possible explanations for the link between faith and health?</li> <li>✓ What is the <i>feel-good, do-good phenomenon</i>, what is the focus of positive psychology research, and what are the factors that affect our happiness levels?</li> <li>✓ What predicts happiness, and how can we be happier?</li> </ul>	<p>Aerobic exercise            Mindfulness meditation            Feel-good, do-good phenomenon            Positive psychology            Subjective well-being            Adaptation-level phenomenon            Relative deprivation            Martin Seligman</p>
2 days	<p><b>Module 55 (pp. 578-590) Psychoanalytic and Psychodynamic Theories</b> (**Personality 1.1, 2.1)</p> <ul style="list-style-type: none"> <li>✓ What is personality, and what theories inform our understanding of personality? How did Sigmund Freud’s treatment of psychological disorders lead to his view of the unconscious mind, and what was his view of personality?</li> <li>✓ What developmental stages did Freud propose, and how did he think people defended themselves against anxiety?</li> </ul>	<p>Personality            Psychodynamic theories            Psychoanalysis            Unconscious            Free association            Id            Ego            Superego            Identification</p>

	<ul style="list-style-type: none"> <li>✓ Which of Freud’s ideas did his followers accept or reject?</li> <li>✓ What are projective tests, how are they used, and what are some criticisms of them?</li> <li>✓ How do contemporary psychologists view Freud’s psychoanalysis, and how has modern research developed our understanding of the unconscious?</li> </ul>	<p>Fixation                  Defense mechanisms                  Repression                  Collective unconscious                  Projective test                  Thematic apperception test (TAT)                  Rorschach inkblot test                  Terror-management theory                  Sigmund Freud                  Alfred Adler                  Karen Horney                  Carl Jung</p>
1 day	<p><b>Module 56 (pp. 591-595) Humanistic Theories</b>                  (**Personality 1.3, 3.4)</p> <ul style="list-style-type: none"> <li>✓ How did humanistic psychologists view personality, and what was their goal in studying personality? How did humanistic psychologists assess a person’s sense of self?</li> <li>✓ How have humanistic theories influenced psychology? What criticisms have they faced?</li> </ul>	<p>Humanistic theories                  Hierarchy of needs                  Self-actualization                  Self-transcendence                  Unconditional positive regard                  Self-concept                  Abraham Maslow                  Carl Rogers</p>
1 day	<p><b>Module 57 (pp. 596-605) Trait Theories</b>                  (**Personality 1.2, 2.1, 2.2, 3.2)</p> <ul style="list-style-type: none"> <li>✓ How do psychologists use traits to describe personality?</li> <li>✓ What are some common misunderstandings about introversion?</li> <li>✓ What are personality inventories, and what are their strengths and weaknesses as trait-assessment tools?</li> <li>✓ Which traits seem to provide the most useful information about personality variation?</li> <li>✓ Does research support the consistency of personality traits over time and across situations?</li> </ul>	<p>Trait                  Personality inventory                  Minnesota Multiphasic Personality Inventory (MMPI)                  Empirically derived test                  Robert McCrae                  Paul Costa</p>
2 days	<p><b>Module 58 (pp. 606-610) Social-Cognitive Theories</b>  <b>Module 59 (pp. 611-620) Exploring the Self</b>                  (**Personality 1.4 , 3.1, 3.3, 3.5)</p> <ul style="list-style-type: none"> <li>✓ How do social-cognitive theorists view personality development, and how do they explore behavior?</li> <li>✓ What criticisms have social-cognitive theorists faced?</li> <li>✓ Why has psychology generated so much research on the</li> </ul>	<p>Social cognitive perspective                  Behavioral approach                  Reciprocal determinism                  Albert Bandura                  Self                  Spotlight effect                  Self-esteem</p>

	<p>self? How important is self-esteem to our well-being?</p> <ul style="list-style-type: none"> <li>✓ How do excessive optimism, blindness to one's own incompetence, and self-serving bias reveal the costs of self-esteem, and how do defensive and secure self-esteem differ?</li> <li>✓ How do individualist and collectivist cultures differ in their values and goals?</li> </ul>	<p>Self-efficacy                  Self-serving bias                  Narcissism                  Individualism                  Collectivism</p>
	<p><b>Socratic Seminar</b></p>	
	<p><b>UNIT EXAM</b></p>	

\*\* Indicates National Standard for the American Psychological Association

## UNIT V: LEARNING (7-9%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
1 day	<b>Pass Out Psychology Experiment</b>	
3 days	<b>Module 26 (pp. 270-282) How We Learn and Classical Conditioning (**Learning 1.1, 1.2, 1.3)</b> <ul style="list-style-type: none"> <li>✓ How do we define <i>learning</i>, and what are some basic forms of learning?</li> <li>✓ What is behaviorism’s view of learning?</li> <li>✓ Who was Pavlov, and what are the basic components of classical conditioning?</li> <li>✓ In classical conditioning, what are the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?</li> <li>✓ Why does Pavlov’s work remain so important?</li> <li>✓ What have been some applications of Pavlov’s work to human health and well-being?</li> <li>✓ How did Watson apply Pavlov’s principles to learned fears?</li> </ul>	Learning Habituation Associative learning Stimulus Respondent behavior Operant behavior Cognitive learning Classical conditioning Behaviorism Neutral stimulus (NS) Unconditioned response (UR) Unconditioned stimulus (US) Conditioned response (CR) Conditioned stimulus (CS) Acquisition Higher-order conditioning Extinction Spontaneous recovery Generalization Discrimination Ivan Pavlov John B. Watson
2 days	<b>Module 27 (pp. 283-293) Operant Conditioning (**Learning 2.1, 2.2, 2.3, 2.4)</b> <ul style="list-style-type: none"> <li>✓ What is <i>operant conditioning</i>?</li> <li>✓ Who was Skinner, and how is operant behavior reinforced and shaped?</li> <li>✓ How do positive and negative reinforcement differ, and what are the basic types of reinforcers?</li> <li>✓ How do different reinforcement schedules affect behavior?</li> <li>✓ How does punishment differ from negative reinforcement, and how does punishment affect behavior?</li> <li>✓ Why did Skinner’s ideas provoke controversy?</li> </ul>	Operant conditioning Law of effect Operant chamber Reinforcement Shaping Discriminative stimulus Positive reinforcement Negative reinforcement Primary reinforcers Conditioned reinforcers Reinforcement schedule



		<p>Continuous reinforcement schedule                  Partial (intermittent) reinforcement schedule                  Fixed-ratio schedule                  Variable-ratio schedule                  Punishment                  B.F. Skinner                  Edward Thorndike</p>
2 days	<p><b>Module 28 (pp. 294-299) Operant Conditioning’s Applications, and Comparison to Classical Conditioning</b>  <b>Module 29 (pp. 300-311) Biology, Cognition, and Learning</b></p> <ul style="list-style-type: none"> <li>✓ How might operant conditioning principles be applied at school, in sports at work, at home, for self-improvement, and to manage stress?</li> <li>✓ How does operant conditioning differ from classical conditioning?</li> <li>✓ How do biological constraints affect classical and operant conditioning?</li> <li>✓ How do cognitive processes affect classical and operant conditioning?</li> <li>✓ In what two ways do people learn to cope with personal problems?</li> <li>✓ How does a perceived lack of control affect people’s behavior and health?</li> <li>✓ Why is self-control important, and can our self-control be depleted?</li> </ul>	<p>Biofeedback                  Preparedness                  Instinctive drift                  Cognitive map                  Latent learning                  Insight                  Intrinsic motivation                  Extrinsic motivation                  Problem-focused coping                  Emotion-focused coping                  Personal control                  Learned helplessness                  External locus of control                  Internal locus of control                  Self-control                  John Garcia                  Robert Rescorla                  Edward C. Tolman</p>
1 day	<p><b>Module 30 (pp. 312-319) Observational Learning (**Learning 3.1, 3.2)</b></p> <ul style="list-style-type: none"> <li>✓ How does observational learning differ from associative learning, and how may observational learning be enabled by neural mirroring?</li> <li>✓ What is the impact of prosocial modeling and of antisocial modeling?</li> <li>✓ What is the violence-viewing effect?</li> </ul>	<p>Observational learning                  Modeling                  Mirror neurons                  Prosocial behavior                  Alfred Bandura</p>
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM</b>	

\*\* Indicates National Standard for the American Psychological Association

## UNIT VI: SCIENTIFIC METHODS AND APPROACHES (10-14%)

DAYS TO COVER	READING/LEARNING TARGETS	TERMS AND NAMES TO KNOW
1 day	<p><b>Module 1 (pp. 2-12) – Psychology and Its History</b>  (**Scientific Inquiry/Perspectives 1.1, 1.2, 1.3 1.4)</p> <ul style="list-style-type: none"> <li>✓ Why is the “rat always right”?</li> <li>✓ Describe the 3 key elements of the scientific attitude and how they support scientific inquiry. Explain how critical thinking feeds a scientific attitude.</li> <li>✓ How did psychology develop from early understandings of mind &amp; body to beginnings of modern science? Describe important milestones in psychology’s early development.</li> <li>✓ Explain how behaviorism, Freudian psychology, and humanistic psychology furthered the development of psychological science.</li> </ul>	Critical thinking Empiricism Structuralism William Wundt G. Stanley Hall Charles Darwin Mary Whiton Calkins Introspection Edward Titchener Functionalism Margaret Floy Washburn Behaviorism Humanistic psychology John B. Watson B.F. Skinner Carl Rogers Abraham Maslow Sigmund Freud
1 day	<p><b>Module 2 (pp. 13-23) Today’s Psychology and Its Approaches</b></p> <ul style="list-style-type: none"> <li>✓ Describe how contemporary psychology focuses on cognition, biology and experience, culture and gender, and human flourishing.</li> <li>✓ Describe the biopsychosocial approach and psychology’s main theoretical perspectives.</li> <li>✓ Explain how psychological principles can help you learn, remember, and thrive, and do better on the AP exam.</li> </ul>	Cognitive psychology Cognitive neuroscience Psychology Nature-nurture issue Natural selection Evolutionary psychology Behavior genetics Culture Ivan Pavlov Jean Piaget Positive Psychology Biopsychosocial Approach Behavioral Psychology Biological Psychology Psychodynamic Psychology Social-Cultural Psychology

		Testing Effect SQ3R
1 day	<p><b>Module 3 (pp. 24-33 ) Subfields in Psychology</b>  (**Scientific Inquiry/Perspectives 2.1, 2.2, 2.3), (**Vocational Applications 1.1, 1.2, 2.1, 2.2)</p> <ul style="list-style-type: none"> <li>✓ What is the difference between basic and applied psychology?</li> <li>What do psychologists working in various subfields do, and where do they work?</li> </ul>	Psychometrics Basic Research Developmental Psychology Educational Psychology Personality Psychology Social Psychology Applied Research Industrial-Organizational Psychology (I/O) Human Factors Psychology Counseling Psychology Clinical Psychology Psychiatry Community Psychology Dorothea Dix
2 days	<p><b>Module 4 (pp. 38-41) The Need for Psychological Science</b>  <b>Module 5 (pp. 42-49) (**Scientific Inquiry/Research 1.1, 1.2)</b></p> <ul style="list-style-type: none"> <li>✓ How do hindsight bias, overconfidence, and the tendency to perceive order in random events illustrate why science-based answers are more valid than those based on common sense?</li> <li>✓ How do theories advance psychological science?</li> <li>✓ How do psychologists use case studies, naturalistic observations, and surveys to observe and describe behavior?</li> <li>Why is random sampling important?</li> </ul>	Hindsight bias Theory Hypothesis Operational definition Replication Case study Naturalistic observation Survey Sampling bias Population Random sample
3 days	<p><b>Module 6 (pp. 50-58) Correlation and Experimentation</b>  (**Scientific Inquiry/Research 1.3, 3.6)</p> <ul style="list-style-type: none"> <li>✓ What does it mean when we say two things are correlated, and what are positive and negative correlations?</li> <li>✓ Why do correlations enable prediction, but not cause-effect explanation?</li> <li>✓ What are illusory correlations, and what is regression toward the mean?</li> <li>✓ What are the characteristics of experimentation that make it possible to isolate cause and effect?</li> </ul>	Correlation Correlation coefficient Variable Scatterplot Illusory correlation Regression toward the mean Experiment Experimental group Control group Random assignment Double-blind procedure

		<p>Placebo effect                  Independent variable                  Confounding variable                  Dependent variable                  Validity</p>
1 day	<p><b>Module 7 (pp. 59-65) Research Design and Ethics in Psychology</b>                  (**Scientific Inquiry/Research 1.4, 2.1, 2.2)</p> <ul style="list-style-type: none"> <li>✓ How would you know which research design to use?</li> <li>✓ How can simplified laboratory conditions illuminate everyday life?</li> <li>✓ Why do psychologists study animals, and what ethical guidelines safeguard animal research subjects? What ethical guidelines safeguard human research participants?</li> <li>✓ How do values affect psychological science?</li> </ul>	<p>Informed consent                  Debriefing</p>
2 days	<p><b>Module 8 (pp. 66-73) Statistical Reasoning in Everyday Life</b>                  (**Scientific Inquiry/Research 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)</p> <ul style="list-style-type: none"> <li>✓ Why do we need statistics in psychology and in everyday life?</li> <li>✓ What are descriptive statistics? How do we describe data using the three measures of central tendency?</li> <li>✓ What is the relative usefulness of the two measures of variation?</li> <li>✓ What are inferential statistics? How do we know whether an observed difference can be generalized to other populations?</li> </ul>	<p>Descriptive statistics                  Histogram                  Mode                  Mean                  Median                  Skewed distribution                  Range                  Standard deviation                  Normal curve                  Inferential statistics                  Statistical significance</p>
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM</b>	
15-minute appointment during Flex	Research/Consultation for Psychology Experiment/Research Paper	

\*\* Indicates National Standard for the American Psychological Association

## UNIT VII: SENSATION AND PERCEPTION (6-8%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
3 days	<b>Module 16 (pp. 158-167) Basic Concepts of Sensation and Perception</b> ✓	Sensation Sensory receptors Perception Bottom-up processing Top-down processing Selective attention Inattentional blindness Change blindness Transduction Psychophysics Absolute threshold Signal detection theory Subliminal Difference threshold Priming Weber's law Sensory adaptation
1 day	<b>Module 17 (pp. 169-175) Influences on Perception (**Sensation and Perception 1.2)</b> ✓ What are <i>sensation</i> and <i>perception</i> ? ✓ What do we mean by <i>bottom-up processing</i> and <i>top-down processing</i> ? ✓ How does selective attention direct our perceptions? ✓ What three steps are basic to all our sensory systems? ✓ How do <i>absolute thresholds</i> and <i>difference thresholds</i> differ? How are we affected by subliminal stimuli? ✓ What is the function of sensory adaptation? How do our expectations, contexts, motivation, and emotions influence our perceptions?	Gustav Fechner Ernst Weber Perceptual set
2 days	<b>Module 18 (pp. 176-186) Vision: Sensory and Perceptual Processing (**Sensation and Perception 2.1, 2.2)</b> ✓ What are the characteristics of the energy that we see as visible light? What structures in the eye help focus that	Wavelength Hue Intensity Cornea

	<p>energy?</p> <ul style="list-style-type: none"> <li>✓ How do the rods and cones process information, and what is the path information travels from the eye to the brain?</li> <li>✓ How do we perceive color in the world around us?</li> <li>✓ Where are feature detectors located, and what do they do?</li> <li>✓ How does the brain use parallel processing to construct visual perceptions?</li> </ul>	<p>Pupil Iris Lens Retina Accommodation Rods Cones Optic nerve Blind spot Fovea Young-Helmholtz trichromatic (three-color) theory Opponent-process theory Feature detectors Parallel processing David Hubel Torsten Wiesel</p>
<p>2 days</p>	<p><b>Module 19 (pp. 187-197) Visual Organization and Interpretation</b> (*Sensation and Perception 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)</p> <ul style="list-style-type: none"> <li>✓ How did the Gestalt psychologists understand perceptual organization, and how do figure-ground and grouping principles contribute to our perceptions? How do we use binocular and monocular cues to see in three dimensions, and how do we perceive motion?</li> <li>✓ How do perceptual constancies help us construct meaningful perceptions?</li> <li>✓ What does research on restored vision, sensory restriction, and perceptual adaptation reveal about the effects of experience on perception?</li> </ul>	<p>Gestalt Figure-ground Grouping Depth perception Visual cliff Binocular cue Retinal disparity Monocular cue Phi phenomenon Perceptual constancy Color constancy Perceptual adaptation</p>
<p>2 days</p>	<p><b>Module 20 (pp. 198-204) Hearing</b> (*Sensation and Perception 2.3)</p> <ul style="list-style-type: none"> <li>✓ What are the characteristics of air pressure waves that we hear as sound?</li> <li>✓ How does the ear transform sound energy into neural messages?</li> <li>✓ How do we detect loudness, discriminate pitch, and locate sounds?</li> </ul>	<p>Audition Frequency Pitch Middle ear Cochlea Inner ear Sensorineural hearing loss Conduction hearing loss Cochlear implant Place theory</p>

		Frequency theory
1 day	<b>Module 21 (pp. 205-217) The Other Senses</b> (**Sensation and Perception 1.1, 2.4) <ul style="list-style-type: none"> <li>✓ How do we sense touch?</li> <li>✓ What biological, psychological, and social-cultural influences affect our experience of pain?</li> <li>✓ In what ways are our senses of taste and smell similar, and how do they differ?</li> <li>✓ How do we sense our body's position and movement?</li> <li>✓ How does sensory interaction influence our perceptions, and what is <i>embodied cognition</i>?</li> </ul>	Gate-control theory Olfaction Kinesthesia Vestibular sense Sensory interaction Embodied cognition
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM</b>	

\*\* Indicates National Standard for the American Psychological Association

## UNIT VIII: DEVELOPMENTAL PSYCHOLOGY (7-9%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
1 day	<p><b>Module 45 (pp. 486-493) Developmental Issues, Prenatal Development, and the Newborn</b> (**Life Span Development 1.1, 3.1, 3.2, 4.2)</p> <ul style="list-style-type: none"> <li>✓ What three issues have engaged developmental psychologists?</li> <li>✓ What is the course of prenatal development, and how do teratogens affect that development?</li> <li>✓ What are some newborn abilities, and how do researchers explore infants' mental abilities?</li> </ul>	Developmental psychology Zygote Embryo Fetus Teratogens Fetal alcohol syndrome (FAS) Habituation Sigmund Freud
1 day	<p><b>Module 46 (pp. 494-497) Infancy and Childhood: Physical Development</b></p> <ul style="list-style-type: none"> <li>✓ During infancy and childhood, how do the brain and motor skills develop? How does an infant's developing brain begin processing memories?</li> </ul>	Maturation
2 days	<p><b>Module 47 (pp. 498-508) Infancy and Childhood: Cognitive Development</b> (**Life Span Development 2.1, 4.1,4.2, 5.1, 5.2)</p> <ul style="list-style-type: none"> <li>✓ From the perspective of Piaget, Vygotsky, and today's researchers, how does a child's mind develop? What is <i>autism spectrum disorder</i>, and how does it affect development?</li> </ul>	Cognition Schema Assimilation Accommodation Sensorimotor stage Object permanence Preoperational stage Conservation Egocentrism Theory of mind Concrete operational stage Formal operational stage Scaffold Autism spectrum disorder (ASD) Jean Piaget Lee Vygotsky
2 days	<p><b>Module 48 (pp. 509-519) Infancy and Childhood: Social Development</b> (**Life Span Development 1.2, 1.3, 1.4, 2.3, 4.3, 5.3)</p> <ul style="list-style-type: none"> <li>✓ How do parent-infant attachment bonds form? How have psychologists studied attachment differences, and what have they learned?</li> </ul>	Stranger anxiety Attachment Critical period Imprinting Strange situation



	<ul style="list-style-type: none"> <li>✓ How does childhood neglect or abuse affect children's attachments?</li> <li>✓ How do children's self-concepts develop?</li> <li>✓ What are the four main parenting styles?</li> <li>✓ What outcomes are associated with each parenting style?</li> <li>✓ What are some ways in which males and females tend to be alike and what are some ways in which they tend to differ?</li> <li>✓ What factors contribute to gender bias in the workplace?</li> </ul>	<p>Secure attachment Insecure attachment Temperament Basic trust Self-concept Harry Harlow Margaret Harlow Konrad Lorenz Mary Ainsworth Erik Erikson Diana Baumrind</p>
2 days	<p><b>Module 50 (pp. 529-532) Parents, Peers, and Early Experiences</b> <b>Module 51 (pp. 533-538) Adolescence: Physical and Cognitive Development</b> (*Life Span Development 2.1, 2.2, 6.1, 6.2), (**Sociocultural Diversity 2.7)</p> <ul style="list-style-type: none"> <li>✓ How do early experiences modify the brain?</li> <li>✓ In what ways do parents and peers shape children's development?</li> <li>✓ How is <i>adolescence</i> defined, and how do physical changes affect developing teens?</li> <li>✓ How did Piaget, Kohlberg, and later researchers describe adolescent cognitive and moral development?</li> </ul>	<p>Adolescence Puberty Lawrence Kohlberg</p>
1 day	<p><b>Module 52 (pp. 539-544) Adolescence: Social Development and Emerging Adulthood</b> (*Life Span Development 6.3, 6.4), (**Sociocultural Diversity 2.2)</p> <ul style="list-style-type: none"> <li>✓ How do parents and peers influence adolescents? What is <i>emerging adulthood</i>?</li> </ul>	<p>Social identity Emerging adulthood X chromosome Y chromosome Testosterone</p>
1 day	<p><b>Module 54 (pp. 558-571) Adulthood: Physical, Cognitive, and Social Development</b> (*Life Span Development 1.4, 7.1, 7.2, 7.3)</p> <ul style="list-style-type: none"> <li>✓ What physical changes occur during middle and late adulthood? How does memory change with age?</li> <li>✓ How do neurocognitive disorders and Alzheimer's disease affect cognitive ability?</li> <li>✓ What themes and influences mark our social journey from early adulthood to death?</li> <li>✓ How does our well-being change across the life span?</li> </ul>	<p>Menopause Cross-sectional study Longitudinal study Neurocognitive disorders (NCDs) Alzheimer's disease Social clock</p>

	✓ A loved one's death triggers what range of reactions?	
	<b>Socratic Seminar</b>	
	<b>UNIT EXAM</b>	

\*\* Indicates National Standard for the American Psychological Association

## UNIT IX: CLINICAL PSYCHOLOGY (12-16%)

DAYS TO COVER	READING/LEARNING TARGETS**	TERMS AND NAMES TO KNOW
1 day	<p><b>Module 65 (pp. 666-676) Introduction to Psychological Disorders</b>  (**Psychological Disorders 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2)</p> <ul style="list-style-type: none"> <li>✓ How do we draw the line between normality and disorder?</li> <li>✓ How do the medical model and the biopsychosocial approach influence our understanding of psychological disorders?</li> <li>✓ How and why do clinicians classify psychological disorders, and why do some psychologists criticize the use of diagnostic labels?</li> <li>✓ Why is there controversy over attention-deficit/hyperactivity disorder?</li> <li>✓ Do psychological disorders predict violent behavior?</li> <li>✓ How many people have, or have had, a psychological disorder? Is poverty a risk factor?</li> </ul>	<p>Psychological disorder  Medical model  Epigenetics  DSM-5  Attention-deficit/hyperactivity disorder (ADHD)</p>
2 days	<p><b>Module 66 (pp. 677-685) Anxiety Disorders, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder</b>  (**Psychological Disorders 2.3)</p> <ul style="list-style-type: none"> <li>✓ How do generalized anxiety disorder, panic disorder, and phobias differ? What is <i>OCD</i>?</li> <li>✓ What is <i>PTSD</i>?</li> <li>✓ How do conditioning, cognition, and biology contribute to the feelings and thoughts that mark anxiety disorders, <i>OCD</i>, and <i>PTSD</i>?</li> </ul>	<p>Anxiety disorders  Social anxiety disorder  Generalized anxiety disorder  Panic disorder  Agoraphobia  Phobia  Obsessive-compulsive disorder (<i>OCD</i>)  Posttraumatic stress disorder (<i>PTSD</i>)</p>
2 days	<p><b>Module 67 (pp. 686-698) Depressive Disorders, Bipolar Disorder, Suicide, and Self-Injury</b> (**Psychological Disorders 2.4)</p> <ul style="list-style-type: none"> <li>✓ How do major depressive disorder, persistent depressive disorder, and bipolar disorder differ?</li> <li>✓ How can the biological and social-cognitive perspectives help us understand depressive disorders and bipolar disorder?</li> <li>✓ What factors increase the risk of suicide, and what do we know about nonsuicidal self-injury?</li> </ul>	<p>Major depressive disorder  Bipolar disorder  Mania  Rumination</p>

2 days	<p><b>Module 68 (pp. 699-706) Schizophrenia</b></p> <ul style="list-style-type: none"> <li>✓ What patterns of perceiving, thinking, and feeling characterize schizophrenia?</li> <li>✓ How do chronic schizophrenia and acute schizophrenia differ?</li> <li>✓ What brain abnormalities are associated with schizophrenia?</li> <li>✓ What prenatal events are associated with increased risk of developing schizophrenia?</li> <li>✓ How do genes influence schizophrenia? What factors may be early warning signs of schizophrenia in children?</li> </ul>	<p>Schizophrenia          Psychotic disorders          Hallucination          Delusion          Chronic schizophrenia          Acute schizophrenia</p>
2 days	<p><b>Module 69 (pp. 707-716) Other Disorders</b></p> <ul style="list-style-type: none"> <li>✓ What are somatic symptom and related disorders?</li> <li>✓ What are dissociative disorders, and why are they controversial?</li> <li>✓ What are three clusters of personality disorders? What behaviors and brain activity characterize the antisocial personality?</li> <li>✓ What are three main eating disorders, and how do biological, psychological, and social-cultural influences make people more vulnerable to them?</li> </ul>	<p>Somatic symptom disorder          Conversion disorder          Illness anxiety disorder          Dissociative disorders          Dissociative identity disorder          Personality disorders          Antisocial personality disorder          Anorexia nervosa          Bulimia nervosa          Binge-eating disorder</p>
2 days	<p><b>Module 70 (pp. 722-728) Introduction to Therapy, and Psychodynamic and Humanistic Therapies</b>          (**Treatment of Psychological Disorders 1.1, 2.5, 2.6)</p> <ul style="list-style-type: none"> <li>✓ How do psychotherapy and the biomedical therapies differ?</li> <li>✓ What are the goals and techniques of psychoanalysis, and how have they been adapted in psychodynamic therapy?</li> </ul> <p>What are the basic themes of humanistic therapy? What are the specific goals and techniques of Rogers' client-centered approach?</p>	<p>Psychotherapy          Biomedical therapy          Eclectic approach          Psychoanalysis          Resistance          Interpretation          Transference          Psychodynamic therapy          Insight therapies          Client-centered therapy          Active listening          Unconditional positive regard          Sigmund Freud          Carl Rogers</p>
2 days	<p><b>Module 71 (pp. 729-740) Behavior, Cognitive, and Group Therapies</b> (**Treatment of Psychological Disorders 1.2, 1.3)</p>	<p>Behavior therapy          Counterconditioning</p>

	<ul style="list-style-type: none"> <li>✓ How does the basic assumption of behavior therapy differ from the assumptions of psychodynamic and humanistic therapies? What techniques are used in exposure therapies and aversive conditioning?</li> <li>✓ What is the main premise of therapy based on operant conditioning principles, and what are the views of its proponents and critics?</li> <li>✓ What are the goals and techniques of the cognitive therapies and of cognitive-behavioral therapy?</li> <li>✓ What are the aims and benefits of group and family therapy?</li> </ul>	<p>Exposure therapies            Systematic desensitization            Virtual reality exposure therapy            Aversive conditioning            Token economy            Cognitive therapy            Rational-emotive behavior therapy (REBT)            Cognitive-behavioral therapy (CBT)            Group therapy            Family therapy            Mary Cover Jones            Joseph Wolpe            B.F. Skinner            Albert Ellis            Aaron Beck</p>
<p>1 day</p>	<p><b>Module 72 (pp. 741-750) Evaluating Psychotherapies</b>            (**Treatment of Psychological Disorders 2.4)</p> <ul style="list-style-type: none"> <li>✓ Does psychotherapy work? How can we know?</li> <li>✓ Are some psychotherapies more effective than others for specific disorders?</li> <li>✓ How do alternative therapies fare under scientific scrutiny?</li> <li>✓ What three elements are shared by all forms of psychotherapy?</li> <li>✓ How do culture and values influence the therapist-client relationship?</li> </ul> <p>What should a person look for when selecting a psychotherapist?</p>	<p>Meta-analysis            Evidence-based practice            Therapeutic alliance</p>
<p>1 day</p>	<p><b>Module 73 (pp. 751-762) The Biomedical Therapies and Preventing Psychological Disorders</b>            (**Treatment of Psychological Disorders 2.1, 2.2, 2.3, 3.1, 3.2), (**Health 2.2)</p> <ul style="list-style-type: none"> <li>✓ Why is therapeutic lifestyle change considered an effective biomedical therapy, and how does it work? What are the drug therapies? How do double-blind studies help researchers evaluate a drug's effectiveness?</li> <li>✓ How are brain stimulation and psychosurgery used in treating specific disorders?</li> </ul> <p>What is the rationale for preventive mental health programs, and why is it important to develop resilience?</p>	<p>Psychopharmacology            Antipsychotic drugs            Antianxiety drugs            Antidepressant drugs            Electroconvulsive therapy (ECT)            Repetitive transcranial magnetic stimulation (rTMS)            Psychosurgery            Lobotomy            Resilience            Posttraumatic growth</p>

	<b>Socratic Seminar</b>	
	<b>UNIT EXAM</b>	

\*\* Indicates National Standard for the American Psychological Association

## TCA Secondary – Late Work Guidelines

*In the application of a late work penalty, it is the responsibility of the students to take ownership of their learning and self-advocate, and it is the professional responsibility of the teacher to have individual conversations with the student and to consider the circumstances in order to determine if a late penalty will be applied. If, after using professional discretion, a teacher elects to apply a late penalty, the teacher will refer to the following guidelines:*

***Late Work Penalty for All Assignments – including daily work, projects, and long-term essays:***

- 1+ day late: 20% penalty off of graded assignment up to 5 calendar days
- After 5 calendar days: 50% penalty off of graded assignment
- After the unit/chapter: 0% credit

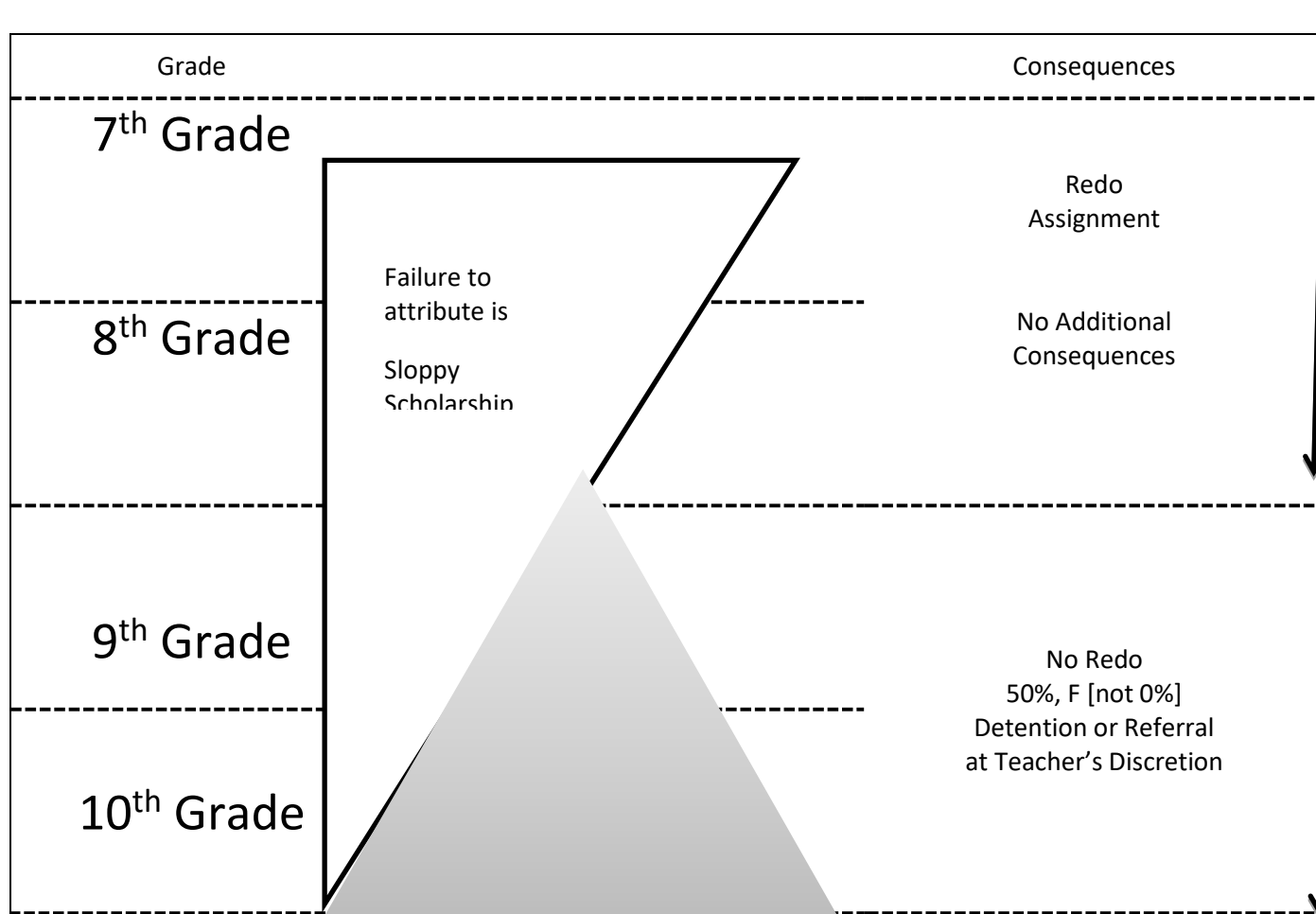
Please make every effort to turn in your assignments on time, as missing assignments and late penalties can adversely affect your grade. It is your responsibility to turn in assignments without reminders from your teacher. Remember, extra credit will NOT be given to make up for late penalties.

### ***Grade Penalty Reference***

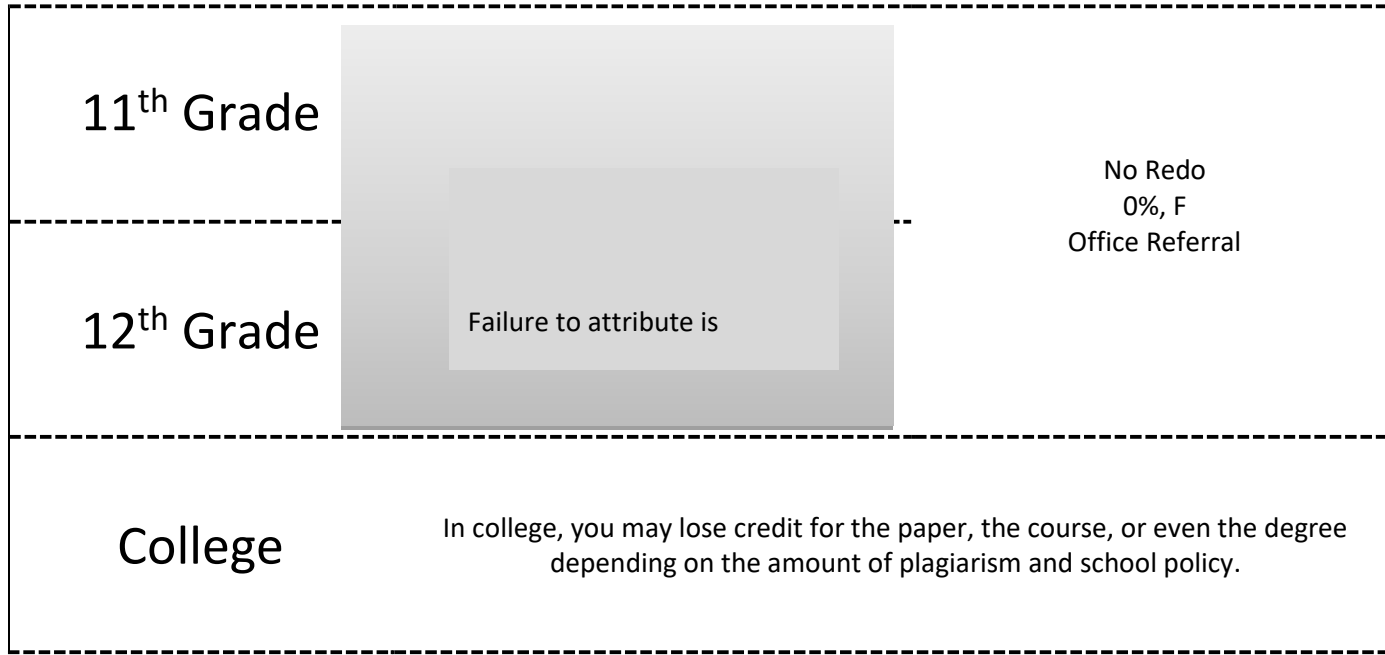
<b><i>Full Credit (%)</i></b>	<b><i>Student grade after 20% Penalty (%)</i></b>
100	80
90	72
80	64
70	56

## Plagiarism Policy

TCA is committed to honest scholarship, especially honoring original authors with proper attribution. Any information that is not common knowledge must be attributed to the original source with a proper citation. As students develop their understanding of this expectation, both the characterization of non-attribution and the consequences become more severe.







11<sup>th</sup> Grade

12<sup>th</sup> Grade

Failure to attribute is

No Redo  
0%, F  
Office Referral

College

In college, you may lose credit for the paper, the course, or even the degree depending on the amount of plagiarism and school policy.

PLEASE SIGN AND RETURN this page; the syllabus should be filed in the student's binder for future reference.

- Yes, I have **read** the **syllabus** for Mrs. Catmull's AP PSYCHOLOGY class, and I understand and will uphold all that is expected of me to the best of my ability.
  
- Yes, I received the **TCA Plagiarism and Late Work Policies**, and I **understand** what is expected of me. I also understand the consequences of not following these policies.

STUDENT Name (printed): \_\_\_\_\_ Period \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

PARENT Name [printed]: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_