
AP Psychology

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

AP Psychology

Prerequisite:

- This is an elective Social Studies course that is designed for 12th Grade students.

The AP Psychology course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *(Taken from the Advanced Placement Course Description in Psychology by the College Board.)*

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: AP Psychology	Grade Level: 12	Date Completed: 12/4/2018
-------------------------------	------------------------	----------------------------------

1st Quarter

Topic	Resources	Standards
Psychology's History and Approaches	<p>Approved textbook Myers' Psychology for the AP Course: Unit 1</p> <p>Book Corresponding PowerPoints</p> <p>Unit Overview Video</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Flip It Video: Structuralism vs. Functionalism</p>	<p>National Psychology Standards: Perspectives in Psychological Science 1.1,1.2, 1.3, 1.4, 2.1, 2.2, 2.3 Observational and cognitive learning 3.1,3.2 Basic elements comprising thought 1.1,1.2 Perspectives on intelligence 1.1,1.2,1.3 Career options 1.1,1.2 Educational requirements 2.1,2.2</p> <p>AP Scoring Components: SC1 The course provides instruction in history and approaches.</p>
Research Methods: Thinking Critically with Psychological Science	<p>Approved textbook Myers' Psychology for the AP Course: Unit II</p> <p>Book Corresponding PowerPoints</p>	<p>National Psychology Standards: Research Methods, Measurements, and Statistics</p>

**Dunmore School District
Curriculum Guide**

	<p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Operational Definitions</p> <p>Correlations</p> <p>Variables in Experiments</p> <p>Ethics</p> <p>The Normal Curve</p>	<p>CONTENT STANDARD 1: Research methods and measurements used to study behavior and mental processes 1.1, 1.2,1.3, 1.4</p> <p>CONTENT STANDARD 2: Ethical issues in research with human and non-human animals 2.1, 2.2</p> <p>CONTENT STANDARD 3: Basic concepts of data analysis 3.1,3.2, 3.3, 3.4, 3.5, 3.6</p> <p>AP Scoring Components: SC2 The course provides instruction in research methods used in psychological science, practice and ethics.</p>
<p>Biological Bases of Behavior</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit III</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Action Potential</p> <p>Structure of the Nervous System</p>	<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: Structure and function of the nervous system in human and non-human animals 1.1,1.2,1.3, 1.4,1.5</p> <p>CONTENT STANDARD 2: Structure and function of the endocrine system: 2.1,2.2, 2.3</p> <p>CONTENT STANDARD 3: The</p>

**Dunmore School District
Curriculum Guide**

	<p>The Reflex Arc</p> <p>Limbic System</p> <p>Structure and Function of the Cortex</p> <p>Split-Brain Research</p> <p>Heritability</p>	<p>interaction between biological factors and experience</p> <p>Students are able to (performance standards): 3.1,3.2, 3.3</p> <p>CONTENT STANDARD 4: Methods and issues related to biological advances: 4.1,4.2, 4.3</p> <p>AP Scoring Components: SC3 The course provides instruction in biological bases of behavior.</p>
<p>Sensation and Perception</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit IV</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Top-Down and Bottom-up Processing</p> <p>Signal Detection Theory</p> <p>Rods and Cones in the Retina</p> <p>Feature Detectors</p> <p>Monocular Cues</p> <p>Gestalt Psychology</p>	<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: The processes of sensation and perception: 1.1,1.2</p> <p>CONTENT STANDARD 2: The capabilities and limitations of sensory processes: 2.1, 2.2, 2.3,2.4</p> <p>CONTENT STANDARD 3: Interaction of the person and the environment in determining perception: 3.1,3.2,3.3, 3.4,3.5,3.6</p> <p>AP Scoring Components: SC4 The course provides instruction in sensation.</p>

Dunmore School District
Curriculum Guide

	Theories of Hearing Theories of Pain	SC5 The course provides instruction in perception.
--	---	--

**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
States of Consciousness	<p>Approved textbook Myers' Psychology for the AP Course: Unit V</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Theories of Hypnosis</p> <p>REM Sleep</p> <p>Why Do We dream?</p> <p>The Psychology of Addiction</p> <p>Neurotransmitters and Drugs</p>	<p>National Psychology Standards: CONTENT STANDARD 1: The relationship between conscious and unconscious processes: 1.1,1.2</p> <p>CONTENT STANDARD 2: Characteristics of sleep and theories that explain why we sleep and dream 2.1,2.2, 2.3,2.4,2.5</p> <p>CONTENT STANDARD 3: Categories of psychoactive drugs and their effects: 3.1,3.2,3.3, 3.4</p> <p>CONTENT STANDARD 4: Other states of consciousness 4.1,4.2,4.3</p> <p>AP Scoring Components: SC6 The course provides instruction in states of consciousness.</p>
Learning	<p>Approved textbook Myers' Psychology for the AP Course: Unit VI</p> <p>Book Corresponding PowerPoints</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Classical conditioning 1.1,1.2,1.3</p>

**Dunmore School District
Curriculum Guide**

	<p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Pavlov’s Experiments</p> <p>Reinforcement</p> <p>Associative Learning Principles</p> <p>Garcia’s Research</p> <p>Rescorla’s Research</p>	<p>CONTENT STANDARD 2: Operant conditioning 2.1,2.2,2.3,2.4</p> <p>CONTENT STANDARD 3: Observational and cognitive learning 3.1,3.2</p> <p>AP Scoring Components: SC7 The course provides instruction in learning.</p>
<p>Cognition</p>	<p>Approved textbook Myers’ Psychology for the AP Course: Unit VII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Improving Encoding</p> <p>Long-Term Potentiation</p> <p>Improving Retrieval</p> <p>Retroactive & Proactive Interference</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Encoding of memory 1.1 Identify factors that influence encoding 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing 1.3 Discuss strategies for improving the encoding of memory</p> <p>CONTENT STANDARD 2: Storage of memory 2.1 Describe the differences between working memory and long-term memory 2.2 Identify and explain</p>

**Dunmore School District
Curriculum Guide**

	<p>Misinformation Effect & Source Amnesia Concepts & Prototypes Heuristics & Algorithms Basics of Language</p>	<p>biological processes related to how memory is stored 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias) 2.4 Discuss strategies for improving the storage of memories</p> <p>CONTENT STANDARD 3: Retrieval of memory 3.1 Analyze the importance of retrieval cues in memory 3.2 Explain the role that interference plays in retrieval 3.3 Discuss the factors influencing how memories are retrieved 3.4 Explain how memories can be malleable 3.5 Discuss strategies for improving the retrieval of memories</p> <p>Thinking CONTENT STANDARD 1: Basic elements comprising thought 1.1,1.2,1.3</p> <p>CONTENT STANDARD 2: Obstacles related to thought 2.1,2.2,2.3 Language Development</p>
--	---	--

**Dunmore School District
Curriculum Guide**

		<p>CONTENT STANDARD 1: Structural features of language 1.1, 1.2</p> <p>CONTENT STANDARD 2: Theories and developmental stages of language acquisition 2.1,2.2,2.3</p> <p>CONTENT STANDARD 3: Language and the brain 3.1,3.2</p> <p>AP Scoring Components: SC8 The course provides instruction in cognition.</p>
<p>Motivation, Emotion, and Stress</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit VIII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Theories of Motivation</p> <p>Hormones of Hunger</p> <p>Theories of Emotion General Adaptation Syndrome</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Perspectives on motivation 1.1, 1.2,1.3,1.4</p> <p>CONTENT STANDARD 2: Domains of motivated behavior in humans and non- human animals 2.1,2.2,2.3,2.4</p> <p>Emotion CONTENT STANDARD 1: Perspectives on emotion 1.1,1.2,1.3</p> <p>CONTENT STANDARD 2:</p>

Dunmore School District
Curriculum Guide

	Type A & Type B	Emotional interpretation and expression 2.1,2.2,2.3 CONTENT STANDARD 3: Domains of emotional behavior 3.1,3.2 AP Scoring Components: SC9 The course provides instruction in motivation. SC10 The course provides instruction in emotion.
--	-----------------	--

**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Developmental Psychology	<p>Approved textbook Myers' Psychology for the AP Course: Unit IX</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Teratogens</p> <p>Major Developmental Milestones</p> <p>Schemas, Assimilation, and Accommodation</p> <p>Attachment Styles and Parenting</p> <p>Adolescent Moral Development</p> <p>Adolescent Identity Development</p>	<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: Methods and issues in life span development 1.1,1.2,1.3,1.4</p> <p>CONTENT STANDARD 2: Theories of life span development 2.1, 2.2, 2.3</p> <p>CONTENT STANDARD 3: Prenatal development and the newborn 3.1,3.2</p> <p>CONTENT STANDARD 4: Infancy (i.e., the first two years of life) 4.1,4.2,4.3,4.4</p> <p>CONTENT STANDARD 5: Childhood 5.1,5.2,5.3</p> <p>CONTENT STANDARD 6: Adolescence 6.1,6.2, 6.3,6.4</p>

**Dunmore School District
Curriculum Guide**

		<p>CONTENT STANDARD 7: Adulthood and aging 7.1,7.2,7.3</p> <p>AP Scoring Components: SC11 The course provides instruction in developmental psychology.</p>
Personality	<p>Approved textbook Myers' Psychology for the AP Course: Unit X</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Projective Tests</p> <p>Factor Analysis</p> <p>Reciprocal Determinism</p> <p>Individualist and Collectivist Cultures</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Perspectives on personality 1.1,1.2,1.3,1.4</p> <p>CONTENT STANDARD 2: Assessment of personality 2.1, 2.2</p> <p>CONTENT STANDARD 3: Issues in personality 3.1,3.2, 3.3,3.4,3.5</p> <p>AP Scoring Components: SC12 The course provides instruction in personality.</p>
Testing and Individual Differences	<p>Approved textbook Myers' Psychology for the AP Course: Unit XI</p> <p>Book Corresponding PowerPoints</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Perspectives on intelligence 1.1,1.2,1.3</p>

**Dunmore School District
Curriculum Guide**

	<p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Fluid & Crystallized Intelligence</p>	<p>CONTENT STANDARD 2: Assessment of intelligence 2.1,2.2,2.3</p> <p>CONTENT STANDARD 3: Issues in intelligence 3.1,3.2</p> <p>AP Scoring Components: SC13 The course provides instruction in testing and individual differences.</p>
<p>Abnormal Behavior</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Anxiety Disorders Positive and Negative Symptoms of Schizophrenia</p>	<p>National Psychology Standards: CONTENT STANDARD 1: Perspectives on abnormal behavior 1.1, 1.2, 1.3,1.4,1.5</p> <p>CONTENT STANDARD 2: Categories of psychological disorders 2.1,2.2, 2.3,2.4</p> <p>AP Scoring Components: SC14 The course provides instruction in abnormal psychology.</p>
<p>Treatment of Abnormal Behavior</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XIII</p>	<p>National Psychology Standards: CONTENT STANDARD 1:</p>

**Dunmore School District
Curriculum Guide**

	<p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Counterconditioning – How It Works</p> <p>Outcome Research – Applying Science to Therapy</p> <p>How Drug Therapy Works</p>	<p>Perspectives on treatment 1.1,1.2,1.3</p> <p>CONTENT STANDARD 2: Categories of treatment and types of treatment providers 2.1, 2.2, 2.3, 2.4,2.5, 2.6</p> <p>CONTENT STANDARD 3: Legal, ethical, and professional issues in the treatment of psychological disorders 3.1,3.2</p> <p>AP Scoring Components: SC15 The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.</p>
--	---	--

**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Social Psychology	<p>Approved textbook Myers' Psychology for the AP Course: Unit XIV</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Cognitive Dissonance Theory</p> <p>Normative Social Influence</p> <p>Social Facilitation and Social Loafing</p> <p>In-group and Out-group Bias</p>	<p>National Psychology Standards:</p> <p>CONTENT STANDARD 3: Social relations 3.1, 3.2, 3.3, 3.4</p> <p>CONTENT STANDARD 1: Social and cultural diversity 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>CONTENT STANDARD 2: Diversity among individuals 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>AP Scoring Components: SC16 The course provides instruction in social psychology.</p>
Course Review and Practice AP Psychology Exam		
Optional Enrichment	<p>Approved textbook Myers' Psychology for the AP Course: Enrichment Modules</p>	
Review and Final Exam		

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Psychology's History and Approaches</p>	<p>Recognize how philosophical and physiological perspectives shaped the development of psychological thought.</p> <p>Describe and compare different theoretical approaches in explaining behavior: — structuralism, functionalism, and behaviorism in the early years; — Gestalt, psychoanalytic/psychodynamic, and humanism emerging later; — evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.</p> <p>Recognize the strengths and limitations of applying theories to explain behavior.</p> <p>Distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).</p> <p>Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix,</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit 1</p> <p>Book Corresponding PowerPoints</p> <p>Unit Overview Video</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Flip It Video: Structuralism vs. Functionalism</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).</p> <p>Vocabulary: Critical thinking Empiricism Structuralism Introspection Functionalism Behaviorism Humanistic psychology Cognitive psychology Cognitive neuroscience Psychology Nature-nurture issue Natural selection Evolutionary psychology Behavior genetics Culture Positive psychology Biopsychosocial approach Behavioral psychology Biological psychology Psychodynamic psychology Social-cultural psychology Testing effect SQ3R Psychometrics Basic research Developmental psychology Educational psychology</p>			
--	---	--	--	--

**Dunmore School District
Curriculum Guide**

	Personality psychology Social psychology Applied approach Industrial-organizational psychology Human factors psychology Counseling psychology Clinical psychology Psychiatry Community psychologists			
--	--	--	--	--

<p>National Psychology Standards:</p> <p>Perspectives in Psychological Science</p> <p>1.1 Define psychology as a discipline and identify its goals as a science</p> <p>1.2 Describe the emergence of psychology as a scientific discipline</p> <p>1.3 Describe perspectives employed to understand behavior and mental processes</p> <p>1.4 Explain how psychology evolved as a scientific discipline</p> <p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals</p> <p>2.2 Describe the major subfields of psychology</p> <p>2.3 Identify the important role psychology plays in benefiting society and improving people’s lives</p> <p>Content Standard 3: Observational and cognitive learning</p> <p>3.1 Describe the principles of observational and cognitive learning</p> <p>3.2 Apply observational and cognitive learning to everyday life</p> <p>Content Standard 1: Basic elements comprising thought</p> <p>1.1 Define cognitive processes involved in understanding information</p> <p>1.2 Define processes involved in problem solving and decision making</p> <p>Content Standard 1: Perspectives on intelligence</p> <p>1.1 Discuss intelligence as a general factor</p> <p>1.2 Discuss alternative conceptualizations of intelligence</p> <p>1.3 Describe the extremes of intelligence</p> <p>Content Standard 1: Career options</p> <p>1.1 Identify careers in psychological science and practice</p>				
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

1.2 Identify careers related to psychology

Content Standard 2: Educational requirements

2.1 Identify degree requirements for psychologists and psychology-related careers

2.2 Identify resources to help select psychology programs for further study

AP Scoring Components:

SC1 The course provides instruction in history and approaches.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Research Methods: Thinking Critically with Psychological Science</p>	<p>Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.</p> <p>Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).</p> <p>Identify independent, dependent, confounding, and control variables in experimental designs.</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 (e.g., confounding variables limit confidence in research conclusions).</p> <p>Distinguish the purposes of descriptive statistics and inferential statistics.</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit II</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Operational Definitions</p> <p>Correlations</p> <p>Variables in Experiments</p> <p>Ethics</p> <p>The Normal Curve</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).</p> <p>Discuss the value of reliance on operational definitions and measurement in behavioral research.</p> <p>Identify how ethical issues inform and constrain research practices.</p> <p>Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.</p> <p>Vocabulary: Hindsight bias Theory Operational definition Replication Case study Naturalistic observation Survey Sampling bias population Random sample Correlation Correlation coefficient</p>			
--	---	--	--	--

**Dunmore School District
Curriculum Guide**

	Variable Scatterplot Illusory correlation Regression toward the mean Experiment Experimental group Control group Random assignment Double-blind procedure Placebo effect Independent variable Confounding variable Dependent variable Validity Informed consent Debriefing Descriptive statistics Histogram Mode Mean Median Skewed distribution Range Standard deviation Normal curve Inferential statistics Statistical significance			
--	--	--	--	--

National Psychology Standards:
 Research Methods, Measurements, and Statistics
 CONTENT STANDARD 1: Research methods and measurements used to study behavior and mental processes
 1.1 Describe the scientific method and its role in psychology
 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

**Dunmore School District
Curriculum Guide**

- 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity
- 1.4 Discuss how and why psychologists use non-human animals in research

CONTENT STANDARD 2: Ethical issues in research with human and non-human animals

- 2.1 Identify ethical standards psychologists must address regarding research with human participants
- 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals

CONTENT STANDARD 3: Basic concepts of data analysis

- 3.1 Define descriptive statistics and explain how they are used by psychological scientists
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists
- 3.3 Define correlation coefficients and explain their appropriate interpretation
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods
- 3.5 Explain other statistical concepts, such as statistical significance and effect size
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis

AP Scoring Components:

SC2 The course provides instruction in research methods used in psychological science, practice and ethics.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Biological Bases of Behavior</p>	<p>Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.</p> <p>Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists).</p> <p>Discuss the effect of the endocrine system on behavior.</p> <p>Describe the nervous system and its subdivisions and functions: — central and peripheral nervous systems; — major brain regions, lobes, and cortical areas; — brain lateralization and hemispheric specialization.</p> <p>Discuss the role of neuroplasticity in traumatic brain injury.</p> <p>Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).</p> <p>Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape</p>	<p>Approved textbook Myers’ Psychology for the AP Course: Unit III</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Action Potential</p> <p>Structure of the Nervous System</p> <p>The Reflex Arc</p> <p>Limbic System</p> <p>Structure and Function of the Cortex</p> <p>Split-Brain Research</p> <p>Heritability</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>15 days</p>

**Dunmore School District
Curriculum Guide**

	<p>behavior.</p> <p>Predict how traits and behavior can be selected for their adaptive value.</p> <p>Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).</p> <p>Vocabulary: Neuron Cell body Dendrites Axon Myelin sheath Glial cells Action potential Threshold Refractory period All-or-none response Synapse Neurotransmitters Reuptake Endorphins Agonist Antagonist Nervous system Central nervous system Peripheral nervous system Nerves Sensory (afferent) neurons Motor (efferent) neurons Interneurons</p>			
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

<p>Somatic nervous system Autonomic nervous system Sympathetic nervous system Parasympathetic nervous system Reflex Endocrine system Hormones Adrenal glands Pituitary gland Lesion EEG (electroencephalogram) MEG (magnetoencephalography) CT (computed tomography) scan PET (positron emission tomography) scan MRI (magnetic resonance imaging) fMRI (functional MRI) Brainstem Medulla Thalamus Reticular formation Cerebellum Limbic system Amygdala Hypothalamus Hippocampus Cerebral cortex Frontal lobes Parietal lobes Occipital lobes Temporal lobes Motor cortex Somatosensory cortex Association areas</p>			
--	--	--	--

**Dunmore School District
Curriculum Guide**

	Plasticity Neurogenesis Corpus callosum Split brain Consciousness Cognitive neuroscience Dual processing Blindsight Parallel processing Sequential processing Behavior genetics Heredity Environment Chromosomes DNA (deoxyribonucleic acid) Genes Genome Identical twins (monozygotic) Fraternal twins (dizygotic) Heritability Interaction Molecular genetics Molecular behavior genetics Epigenetics Evolutionary psychology Natural selection Mutation Social script			
<p>National Psychology Standards: Biological Bases of Behavior CONTENT STANDARD 1: Structure and function of the nervous system in human and non-human animals 1.1 Identify the major divisions and subdivisions of the human nervous system 1.2 Identify the parts of the neuron and describe the basic process of neural transmission</p>				

**Dunmore School District
Curriculum Guide**

- 1.3 Differentiate between the structures and functions of the various parts of the central nervous system
- 1.4 Describe lateralization of brain functions
- 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system

CONTENT STANDARD 2: Structure and function of the endocrine system:

- 2.1 Describe how the endocrine glands are linked to the nervous system
- 2.2 Describe the effects of hormones on behavior and mental processes
- 2.3 Describe hormone effects on the immune system

CONTENT STANDARD 3: The interaction between biological factors and experience Students are able to (performance standards):

- 3.1 Describe concepts in genetic transmission
- 3.2 Describe the interactive effects of heredity and environment
- 3.3 Explain how evolved tendencies influence behavior

CONTENT STANDARD 4: Methods and issues related to biological advances:

- 4.1 Identify tools used to study the nervous system
- 4.2 Describe advances made in neuroscience
- 4.3 Discuss issues related to scientific advances in neuroscience and genetics

AP Scoring Components:

SC3 The course provides instruction in biological bases of behavior.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Sensation and Perception</p>	<p>Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.</p> <p>Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>Explain common sensory disorders (e.g., visual and hearing impairments).</p> <p>Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).</p> <p>Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).</p> <p>Explain the role of top-down processing in producing vulnerability to illusion.</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit IV</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Top-Down and Bottom-up Processing</p> <p>Signal Detection Theory</p> <p>Rods and Cones in the Retina</p> <p>Feature Detectors</p> <p>Monocular Cues</p> <p>Gestalt Psychology</p> <p>Theories of Hearing</p> <p>Theories of Pain</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Discuss the role of attention in behavior. Challenge common beliefs in parapsychological phenomena.</p> <p>Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).</p> <p>Vocabulary: 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 Perception set Extrasensory perception Parapsychology Wavelength Hue Intensity</p>			
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

<p> Cornea Pupil Iris Lens Retina Accommodation Rods Cones Optic nerve Blind spot Fovea Young-Helmholtz trichromatic (three-color) theory Opponent-process theory Gestalt Figure-ground Grouping Depth perception Visual cliff Binocular cue Retinal disparity Monocular cue Phi phenomenon Perceptual constancy Color constancy Perceptual adaptation Audition Frequency Pitch Middle ear Cochlea Inner ear Sensorineural hearing loss Conduction hearing loss </p>			
--	--	--	--

**Dunmore School District
Curriculum Guide**

	Cochlear implant Place theory Frequency theory Gate-control theory Olfaction Kinesthesia Vestibular sense Sensory interaction Embodied cognition			
<p>National Psychology Standards: Sensation and Perception CONTENT STANDARD 1: The processes of sensation and perception: 1.1 Discuss processes of sensation and perception and how they interact 1.2 Explain the concepts of threshold and adaptation</p> <p>CONTENT STANDARD 2: The capabilities and limitations of sensory processes: 2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors 2.2 Describe the visual sensory system 2.3 Describe the auditory sensory system 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)</p> <p>CONTENT STANDARD 3: Interaction of the person and the environment in determining perception: 3.1 Explain Gestalt principles of perception 3.2 Describe binocular and monocular depth cues 3.3 Describe the importance of perceptual constancies 3.4 Describe perceptual illusions 3.5 Describe the nature of attention 3.6 Explain how experiences and expectations influence perception</p> <p>AP Scoring Components: SC4 The course provides instruction in sensation. SC5 The course provides instruction in perception.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>States of Consciousness</p>	<p>Describe various states of consciousness and their impact on behavior.</p> <p>Discuss aspects of sleep and dreaming: — stages and characteristics of the sleep cycle; — theories of sleep and dreaming; — symptoms and treatments of sleep disorders.</p> <p>Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).</p> <p>Explain hypnotic phenomena (e.g., suggestibility, dissociation).</p> <p>Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.</p> <p>Discuss drug dependence, addiction, tolerance, and withdrawal.</p> <p>Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit V</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Theories of Hypnosis</p> <p>REM Sleep</p> <p>Why Do We dream?</p> <p>The Psychology of Addiction</p> <p>Neurotransmitters and Drugs</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>

**Dunmore School District
Curriculum Guide**

<p>Vocabulary: Consciousness Hypnosis Posthypnotic suggestion Dissociation Sleep Circadian rhythm REM sleep Alpha waves NREM sleep Hallucinations Hypnagogic sensations Delta waves Suprachiasmatic nucleus (SCN) Insomnia Narcolepsy Sleep apnea Night terrors Dream Manifest content Latent content REM rebound Psychoactive drug Substance use disorder Tolerance Withdrawal Depressants Alcohol use disorder Barbiturates Opiates Stimulants Nicotine Cocaine Amphetamines</p>				
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

	<p>Methamphetamine Ecstasy (MDMA) Hallucinogens Near-death experience LSD THC</p>			
<p>National Psychology Standards: Consciousness CONTENT STANDARD 1: The relationship between conscious and unconscious processes: 1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)</p> <p>CONTENT STANDARD 2: Characteristics of sleep and theories that explain why we sleep and dream 2.1 Describe the circadian rhythm and its relation to sleep 2.2 Describe the sleep cycle 2.3 Compare theories about the functions of sleep 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams</p> <p>CONTENT STANDARD 3: Categories of psychoactive drugs and their effects: 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects of psychoactive drugs 3.4 Explain how culture and expectations influence the use and experience of drugs</p> <p>CONTENT STANDARD 4: Other states of consciousness 4.1 Describe meditation and relaxation and their effects 4.2 Describe hypnosis and controversies surrounding its nature and use 4.3 Describe flow states</p> <p>AP Scoring Components: SC6 The course provides instruction in states of consciousness.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Learning	<p>Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).</p> <p>Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.</p> <p>Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).</p> <p>Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.</p> <p>Interpret graphs that exhibit the results of learning experiments.</p> <p>Provide examples of how biological constraints create learning predispositions.</p> <p>Describe the essential characteristics of insight learning, latent learning, and social learning.</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit VI</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Pavlov's Experiments</p> <p>Reinforcement</p> <p>Associative Learning Principles</p> <p>Garcia's Research</p> <p>Rescorla's Research</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	10 days

**Dunmore School District
Curriculum Guide**

	<p>Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</p> <p>Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</p> <p>Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).</p> <p>Vocabulary: 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</p>			
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

<p>Extinction Spontaneous recovery Generalization Discrimination Operant conditioning Law of effect Operant chamber Reinforcement Shaping Discriminative stimulus Positive reinforcement Negative reinforcement Primary reinforcer Conditioned reinforcer Reinforcement schedule Continuous reinforcement schedule Partial (intermittent) reinforcement schedule Fixed-ratio schedule Variable-ratio schedule Fixed-interval schedule Variable-interval schedule Punishment Biofeedback Preparedness Instinctive drift Cognitive map Latent learning Insight Intrinsic motivation Extrinsic motivation Problem-focused coping Emotion-focused coping Personal control</p>			
---	--	--	--

**Dunmore School District
Curriculum Guide**

	<p>Learned helplessness External locus of control Internal locus of control Self-control Observational learning Modeling Mirror neurons Prosocial behavior</p>			
<p>National Psychology Standards: Learning CONTENT STANDARD 1: Classical conditioning 1.1 Describe the principles of classical conditioning 1.2 Describe clinical and experimental examples of classical conditioning 1.3 Apply classical conditioning to everyday life CONTENT STANDARD 2: Operant conditioning 2.1 Describe the Law of Effect 2.2 Describe the principles of operant conditioning 2.3 Describe clinical and experimental examples of operant conditioning 2.4 Apply operant conditioning to everyday life CONTENT STANDARD 3: Observational and cognitive learning 3.1 Describe the principles of observational and cognitive learning 3.2 Apply observational and cognitive learning to everyday life. AP Scoring Components: SC7 The course provides instruction in learning.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Cognition	<p>Compare and contrast various cognitive processes: — effortful versus automatic processing; — deep versus shallow processing; — focused versus divided attention.</p> <p>Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).</p> <p>Outline the principles that underlie effective encoding, storage, and construction of memories.</p> <p>Describe strategies for memory improvement.</p> <p>Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</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 key contributors in cognitive psychology (e.g., Noam Chomsky,</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit VII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Improving Encoding</p> <p>Long-Term Potentiation</p> <p>Improving Retrieval</p> <p>Retroactive & Proactive Interference</p> <p>Misinformation Effect & Source Amnesia</p> <p>Concepts & Prototypes</p> <p>Heuristics & Algorithms</p> <p>Basics of Language</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	9 days

**Dunmore School District
Curriculum Guide**

	<p>Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).</p> <p>Vocabulary: 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 Semantic memory Episodic memory Hippocampus Flashbulb memory Long-term potentiation (LTP)</p>		
--	--	--	--

**Dunmore School District
Curriculum Guide**

<p>Priming Encoding specificity principle Mood-congruent memory Serial position effect Anterograde amnesia Retrograde amnesia Proactive interference Retroactive interference Repression Reconsolidation Misinformation effect Source amnesia Déjà vu Cognition Concept Prototype Creativity Convergent thinking Divergent thinking Algorithm Heuristic Insight Confirmation bias Fixation Mental set Intuition Representative heuristic Availability heuristic Overconfidence Belief perseverance Framing Language Phoneme Morpheme</p>			
---	--	--	--

**Dunmore School District
Curriculum Guide**

	Grammar Babbling stage One-word stage Two-word stage Telegraphic speech Aphasia Broca's area Wernicke's area Linguistic determinism Linguistic influence			
<p>National Psychology Standards:</p> <p>Memory</p> <p>CONTENT STANDARD 1: Encoding of memory</p> <p>1.1 Identify factors that influence encoding</p> <p>1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing</p> <p>1.3 Discuss strategies for improving the encoding of memory</p> <p>CONTENT STANDARD 2: Storage of memory</p> <p>2.1 Describe the differences between working memory and long-term memory</p> <p>2.2 Identify and explain biological processes related to how memory is stored</p> <p>2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)</p> <p>2.4 Discuss strategies for improving the storage of memories</p> <p>CONTENT STANDARD 3: Retrieval of memory</p> <p>3.1 Analyze the importance of retrieval cues in memory</p> <p>3.2 Explain the role that interference plays in retrieval</p> <p>3.3 Discuss the factors influencing how memories are retrieved</p> <p>3.4 Explain how memories can be malleable</p> <p>3.5 Discuss strategies for improving the retrieval of memories</p> <p>Thinking</p> <p>CONTENT STANDARD 1: Basic elements comprising thought</p> <p>1.1 Define cognitive processes involved in understanding information</p>				

**Dunmore School District
Curriculum Guide**

1.2 Define processes involved in problem solving and decision making

1.3 Discuss non-human problem-solving abilities

CONTENT STANDARD 2: Obstacles related to thought

2.1 Describe obstacles to problem solving

2.2 Describe obstacles to decision making

2.3 Describe obstacles to making good judgments

Language Development

CONTENT STANDARD 1: Structural features of language

1.1 Describe the structure and function of language

1.2 1.2 Discuss the relationship between language and thought

CONTENT STANDARD 2: Theories and developmental stages of language acquisition

2.1 Explain the process of language acquisition

2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes

2.3 Evaluate the theories of language acquisition

CONTENT STANDARD 3: Language and the brain

3.1 Identify the brain structures associated with language

3.2 Discuss how damage to the brain may affect language

AP Scoring Components:

SC8 The course provides instruction in cognition.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Motivation, Emotion, and Stress</p>	<p>Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).</p> <p>Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</p> <p>Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.</p> <p>Describe classic research findings in specific motivation systems (e.g., eating, sex, social).</p> <p>Discuss theories of stress and the effects of stress on psychological and physical well-being.</p> <p>Compare and contrast major theories of emotion (e.g., James–Lange, Cannon– Bard, Schachter two-factor theory).</p> <p>Describe how cultural influences shape emotional expression, including variations in body language.</p>	<p>Approved textbook Myers’ Psychology for the AP Course: Unit VIII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Theories of Motivation Hormones of Hunger Theories of Emotion General Adaptation Syndrome Type A & Type B</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

**Dunmore School District
Curriculum Guide**

<p>Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye)</p> <p>Vocabulary: Motivation Instinct Physiological need Drive-reduction theory Homeostasis Incentive Yerkes-Dodson law Hierarchy of needs Glucose Set point Basal metabolic rate Obesity Sexual response cycle Asexual Estrogens Testosterone Affiliation need Ostracism Narcissism Achievement motivation Grit Emotion James-Lange theory Cannon-Bard theory Two-factor theory Polygrap Facial feedback effect</p>			
--	--	--	--

**Dunmore School District
Curriculum Guide**

	Behavioral feedback effect Health psychology Stress General adaptation syndrome (GAS) Tend-and-befriend response Health psychology Psychoneuroimmunology Coronary heart disease Catharsis Type A personality Type B personality Aerobic exercise Mindfulness meditation Feel-good, do-good phenomenon Positive psychology Subjective well-being Adaptation-level phenomenon Relative deprivation			
<p>National Psychology Standards:</p> <p>Motivation</p> <p>CONTENT STANDARD 1: Perspectives on motivation</p> <p>1.1 Explain biologically based theories of motivation</p> <p>1.2 Explain cognitively based theories of motivation</p> <p>1.3 Explain humanistic theories of motivation</p> <p>1.4 Explain the role of culture in human motivation</p> <p>CONTENT STANDARD 2: Domains of motivated behavior in humans and non-human animals</p> <p>2.1 Discuss eating behavior</p> <p>2.2 Discuss sexual behavior and orientation</p> <p>2.3 Discuss achievement motivation</p> <p>2.4 Discuss other ways in which humans and non-human animals are motivated</p>				

**Dunmore School District
Curriculum Guide**

Emotion

CONTENT STANDARD 1: Perspectives on emotion

- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions
- 1.3 Differentiate among theories of emotional experience

CONTENT STANDARD 2: Emotional interpretation and expression

- 2.1 Explain how biological factors influence emotional interpretation and expression
- 2.2 Explain how culture and gender influence emotional interpretation and expression
- 2.3 Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 3: Domains of emotional behavior

- 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
- 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

AP Scoring Components:

- SC9 The course provides instruction in motivation.
- SC10 The course provides instruction in emotion.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Developmental Psychology</p>	<p>Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.</p> <p>Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).</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>Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).</p> <p>Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).</p> <p>Discuss maturational challenges in adolescence, including related family conflicts.</p> <p>Explain how parenting styles influence development.</p>	<p>Approved textbook Myers’ Psychology for the AP Course: Unit IX</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Teratogens</p> <p>Major Developmental Milestones</p> <p>Schemas, Assimilation, and Accommodation</p> <p>Attachment Styles and Parenting</p> <p>Adolescent Moral Development</p> <p>Adolescent Identity Development</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>15 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Characterize the development of decisions related to intimacy as people mature.</p> <p>Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.</p> <p>Describe how sex and gender influence socialization and other aspects of development.</p> <p>Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).</p> <p>Vocabulary: Developmental psychology Zygote Embryo Fetus Teratogens Fetal alcohol syndrome (FAS) Habituation Maturation Cognition Schema Assimilation Accommodation</p>			
--	---	--	--	--

**Dunmore School District
Curriculum Guide**

<p>Sensorimotor stage Object permanence Preoperational stage Conservation Egocentrism Theory of mind Concrete operational stage Formal operational stage Scaffold Autism spectrum disorder Stranger anxiety Attachment Critical period Imprinting Strange situation Secure attachment Insecure attachment Temperament Basic trust Self-concept Sex Gender Aggression Relational aggression Role Gender role Gender identity Social learning theory Gender typing Androgyny Transgender Adolescence Puberty Identity</p>			
---	--	--	--

**Dunmore School District
Curriculum Guide**

	Social identity Intimacy Emerging adulthood X chromosome Y chromosome Testosterone Primary sex characteristics Secondary sex characteristics Spermarche Menarche Intersex Sexual orientation Menopause Cross-sectional study Longitudinal study Neurocognitive disorders (NCDs) Alzheimer’s disease Social clock			
--	---	--	--	--

National Psychology Standards:

CONTENT STANDARD 1: Methods and issues in life span development

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

1.2 Explain issues of continuity/discontinuity and stability/ change

1.3 Distinguish methods used to study development

1.4 Describe the role of sensitive and critical periods in development 1.5 Discuss issues related to the end of life

CONTENT STANDARD 2: Theories of life span development

2.1 Discuss theories of cognitive development

2.2 Discuss theories of moral development

2.3 Discuss theories of social development

CONTENT STANDARD 3: Prenatal development and the newborn

3.1 Describe physical development from conception through birth and identify influences on prenatal development

**Dunmore School District
Curriculum Guide**

3.2 Describe newborns' reflexes, temperament, and abilities

CONTENT STANDARD 4: Infancy (i.e., the first two years of life)

- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language

CONTENT STANDARD 5: Childhood

- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood

CONTENT STANDARD 6: Adolescence

- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development

CONTENT STANDARD 7: Adulthood and aging

- 7.1 Identify major physical changes associated with adulthood and aging
- 7.2 Describe cognitive changes in adulthood and aging
- 7.3 Discuss social, cultural, and emotional issues in aging

AP Scoring Components:

SC11 The course provides instruction in developmental psychology.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Personality</p>	<p>Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).</p> <p>Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.</p> <p>Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.</p> <p>Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).</p> <p>Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit X</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Projective Tests</p> <p>Factor Analysis</p> <p>Reciprocal Determinism</p> <p>Individualist and Collectivist Cultures</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

**Dunmore School District
Curriculum Guide**

<p>Vocabulary: Personality Psychodynamic theory Psychoanalysis Unconscious Free association Id Ego Superego Psychosexual stages Oedipus complex Identification Fixation Defense mechanisms Repression Regression Collective unconscious Projective test Thematic Apperception Test (TAT) Rorschach inkblot test Terror-management theory Humanistic theories Hierarchy of needs Self-actualization Self-transcendence Unconditional positive regard Self-concept Trait Personality inventory Minnesota Multiphasic Personality Inventory (MMPI) Empirically derived test Social-cognitive perspective Behavioral approach</p>				
---	--	--	--	--

**Dunmore School District
Curriculum Guide**

	Reciprocal determinism Positive psychology Self Spotlight effect Self-esteem Self-efficacy Self-serving bias Narcissism Individualism Collectivism			
<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: Perspectives on personality</p> <p>1.1 Evaluate psychodynamic theories</p> <p>1.2 Evaluate trait theories</p> <p>1.3 Evaluate humanistic theories</p> <p>1.4 Evaluate social–cognitive theories</p> <p>CONTENT STANDARD 2: Assessment of personality</p> <p>2.1 Differentiate personality assessment techniques</p> <p>2.2 Discuss the reliability and validity of personality assessment techniques</p> <p>CONTENT STANDARD 3: Issues in personality</p> <p>3.1 Discuss biological and situational influences</p> <p>3.2 Discuss stability and change</p> <p>3.3 Discuss connections to health and work</p> <p>3.4 Discuss self-concept</p> <p>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality</p> <p>AP Scoring Components:</p> <p>SC12 The course provides instruction in personality.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Testing and Individual Differences</p>	<p>Define intelligence and list characteristics of how psychologists measure intelligence: — abstract versus verbal measures; — speed of processing.</p> <p>Discuss how culture influences the definition of intelligence.</p> <p>Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).</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 (e.g., gifted, cognitively disabled).</p> <p>Debate the appropriate testing practices, particularly in relation to culture-fair test uses.</p> <p>Identify key contributors in intelligence research and testing (e.g.,</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XI</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Fluid & Crystallized Intelligence</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).</p> <p>Vocabulary: Intelligence General intelligence (g) Factor analysis Savant syndrome Grit Emotional intelligence Intelligence test Achievement test Aptitude test Mental age Stanford-Binet Intelligence Quotient (IQ) Weschler Adult Intelligence Scale (WAIS) Standardization Normal curve Reliability Validity Content validity Predictive validity Cohort Crystallized intelligence Fluid intelligence Cross-sectional study Longitudinal study Intellectual disability Down syndrome Heritability</p>			
--	---	--	--	--

**Dunmore School District
Curriculum Guide**

	Stereotype threat			
<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: Perspectives on intelligence</p> <ul style="list-style-type: none">1.1 Discuss intelligence as a general factor1.2 Discuss alternative conceptualizations of intelligence1.3 Describe the extremes of intelligence <p>CONTENT STANDARD 2: Assessment of intelligence</p> <ul style="list-style-type: none">2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness2.2 Identify current methods of assessing human abilities2.3 Identify measures of and data on reliability and validity for intelligence test scores <p>CONTENT STANDARD 3: Issues in intelligence</p> <ul style="list-style-type: none">3.1 Discuss issues related to the consequences of intelligence testing3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence <p>AP Scoring Components:</p> <p>SC13 The course provides instruction in testing and individual differences.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Abnormal Behavior</p>	<p>Describe contemporary and historical conceptions of what constitutes psychological disorders.</p> <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>Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, dissociative disorders, feeding and eating disorders, neurodevelopmental disorders, neurocognitive disorders, obsessive-compulsive and related disorders, personality disorders, schizophrenia spectrum and other psychotic disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.</p> <p>Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Anxiety Disorders</p> <p>Positive and Negative Symptoms of Schizophrenia</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>

**Dunmore School District
Curriculum Guide**

	<p>Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).</p> <p>Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).</p> <p>Vocabulary: Psychological disorder Medical model Epigenetics DSM-5 Attention-deficit/hyperactivity disorder (ADHD) Anxiety disorders Social anxiety disorder Generalized anxiety disorder Panic disorder Phobia Agoraphobia Obsessive-compulsive disorder (OCD) Posttraumatic disorder (PTSD) Major depressive disorder Bipolar disorder Mania Rumination Schizophrenia Psychotic disorders Hallucination Delusion Chronic schizophrenia Acute schizophrenia</p>			
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

	<p>Somatic symptom disorder Conversion disorder Illness anxiety disorder Dissociative disorders Dissociative identity disorder (DID) Personality disorders Antisocial personality disorder Anorexia nervosa Bulimia nervosa Binge-eating disorder</p>			
<p>National Psychology Standards: CONTENT STANDARD 1: Perspectives on abnormal behavior 1.1 Define psychologically abnormal behavior 1.2 Describe historical and cross-cultural views of abnormality 1.3 Describe major models of abnormality 1.4 Discuss how stigma relates to abnormal behavior 1.5 Discuss the impact of psychological disorders on the individual, family, and society</p> <p>CONTENT STANDARD 2: Categories of psychological disorders 2.1 Describe the classification of psychological disorders 2.2 Discuss the challenges associated with diagnosis 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) 2.4 Evaluate how different factors influence an individual’s experience of psychological disorders</p> <p>AP Scoring Components: SC14 The course provides instruction in abnormal psychology.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Treatment of Abnormal Behavior</p>	<p>Describe the central characteristics of psychotherapeutic intervention.</p> <p>Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.</p> <p>Compare and contrast different treatment formats (e.g., individual, group).</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 (e.g., factors that lead to premature termination of treatment).</p> <p>Describe prevention strategies that build resilience and promote competence.</p> <p>Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).</p> <p>Vocabulary:</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XIII</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Counterconditioning- How It Works</p> <p>Outcome Research- Applying Science to Therapy</p> <p>How Drug Therapy Works</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>

**Dunmore School District
Curriculum Guide**

	Psychotherapy Biomedical therapy Eclectic approach Psychoanalysis Resistance Interpretation Transference Psychodynamic therapy Insight therapies Client-centered therapy Active listening Unconditional positive regard Behavior therapy Counterconditioning 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 Meta-analysis Evidence-based practice Therapeutic alliance Psychopharmacology Antipsychotic drugs Antianxiety drugs Antidepressant drugs Electroconvulsive therapy (ECT) Repetitive transcranial magnetic			
--	--	--	--	--

**Dunmore School District
Curriculum Guide**

	stimulation (rTMS) Psychosurgery Lobotomy Resilience Posttraumatic growth			
<p>National Psychology Standards:</p> <p>CONTENT STANDARD 1: Perspectives on treatment</p> <p>1.1 Explain how psychological treatments have changed over time and among cultures</p> <p>1.2 Match methods of treatment to psychological perspectives</p> <p>1.3 Explain why psychologists use a variety of treatment options</p> <p>CONTENT STANDARD 2: Categories of treatment and types of treatment providers</p> <p>2.1 Identify biomedical treatments</p> <p>2.2 Identify psychological treatments</p> <p>2.3 Describe appropriate treatments for different age groups</p> <p>2.4 Evaluate the efficacy of treatments for particular disorders</p> <p>2.5 Identify other factors that improve the efficacy of treatment</p> <p>2.6 Identify treatment providers for psychological disorders and the training required for each</p> <p>CONTENT STANDARD 3: Legal, ethical, and professional issues in the treatment of psychological disorders</p> <p>3.1 Identify ethical challenges involved in delivery of treatment</p> <p>3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)</p> <p>AP Scoring Components:</p> <p>SC15 The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Social Psychology	<p>Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).</p> <p>Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).</p> <p>Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</p> <p>Discuss attitudes and how they change (e.g., central route to persuasion).</p> <p>Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).</p> <p>Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).</p> <p>Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.</p> <p>Anticipate the impact of behavior on a self-fulfilling prophecy.</p>	<p>Approved textbook Myers' Psychology for the AP Course: Unit XIV</p> <p>Book Corresponding PowerPoints</p> <p>Strive for a 5 Worksheets: Module Corresponding</p> <p>Unit Overview Video</p> <p>Flip It Videos: Cognitive Dissonance Theory Normative Social Influence Social Facilitation and Social Loafing In-group and Out-group Bias</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	15 days

**Dunmore School District
Curriculum Guide**

	<p>Describe the variables that contribute to altruism, aggression, and attraction.</p> <p>Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).</p> <p>Vocabulary: Social psychology Attribution theory Fundamental attribution error attitude Peripheral route persuasion Central route persuasion Foot-in-the-door phenomenon role Cognitive dissonance theory Norms Conformity Normative social influence Informational social influence Social facilitation Social loafing Deindividuation Group polarization Groupthink Culture Prejudice Stereotype Discrimination</p>			
--	---	--	--	--

**Dunmore School District
Curriculum Guide**

	Just-world phenomenon In-group Out-group In-group bias Scapegoat theory Other-race effect Aggression Frustration-aggression principle Social script Mere exposure effect Passionate love Companionate love Equity Self-disclosure Altruism Bystander effect Social exchange theory Reciprocity norm Social-responsibility norm Conflict Social trap Mirror-image perceptions Self-fulfilling prophecy Superordinate goals GRIT			
<p>National Psychology Standards: CONTENT STANDARD 1: Social cognition 1.1 Describe attributional explanations of behavior 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior 1.3 Identify persuasive methods used to change attitudes CONTENT STANDARD 2: Social influence 2.1 Describe the power of the situation 2.2 Describe effects of others' presence on individuals' behavior</p>				

**Dunmore School District
Curriculum Guide**

- 2.3 Describe how group dynamics influence behavior
- 2.4 Discuss how an individual influences group behavior

CONTENT STANDARD 3: Social relations

- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination
- 3.2 Describe determinants of prosocial behavior
- 3.3 Discuss influences upon aggression and conflict
- 3.4 Discuss factors influencing attraction and relationships

CONTENT STANDARD 1: Social and cultural diversity

- 1.1 Define culture and diversity
- 1.2 Identify how cultures change over time and vary within nations and internationally
- 1.3 Discuss the relationship between culture and conceptions of self and identity
- 1.4 Discuss psychological research examining race and ethnicity
- 1.5 Discuss psychological research examining socioeconomic status
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination

CONTENT STANDARD 2: Diversity among individuals

- 2.1 Discuss psychological research examining gender identity
- 2.2 Discuss psychological research examining diversity in sexual orientation
- 2.3 Compare and contrast gender identity and sexual orientation
- 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities

AP Scoring Components:

SC16 The course provides instruction in social psychology.

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Course Review and Practice AP Psychology Exam			Prepared AP Practice Exam	15 days

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Optional Enrichment		Approved textbook Myers' Psychology for the AP Course: Enrichment Modules		5 days

**Dunmore School District
Curriculum Guide**

General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review and Final Exam				8 days