



AP Psychology Syllabus

Course Purpose:

The purpose of this course is to introduce students to the field of psychology through in-depth learning, discussion, and hands-on activities so that they may have a better understanding of human behavior, the brain, and mental processes as well as prepare students for the AP Psychology Examination. This course also aims at providing its students with the tools to strengthen their skills in critical thinking, presentations, and writing so that they may have future successes in their lives.

This course is divided into two semesters: AP Psychology A and AP Psychology B.

Course Goals and Expected Outcomes:

The main goals of the course are to:

- Define the major concepts, terminology, theorists, approaches, research findings and issues in the field of psychology
- Describe the application and limitations of the scientific methods in psychological research, including discussions on ethics
- Introduce the sociocultural contexts of psychological theory, research, and applications
- Identify nonscientific perspectives and media distortions related to the concepts in this course
- Provide information and tools for educational and personal use and enrichment

The expected outcomes of the course are that the student will:

- Identify historic and contemporary approaches, research methods and descriptive statistics in psychology
- Outline biological bases of behavior, sensation, perception, motivation, emotion, and stress
- Describe states of consciousness, learning, memory, language, intelligence, and creativity
- List and compare the stages of physiological, intellectual, social, and moral development
- Summarize issues related to lifespan development, including adolescence, adulthood, aging, and death
- Compare theories, research, and assessments related to personality, abilities, and interests
- Explore mental health, psychological crises and disorders, substance abuse, treatment and therapy
- Analyze the social and cultural context of group and individual behavior, attitudes, and beliefs
- Apply psychological concepts to ethical interactions with others and to personal and education plans
- Improve critical thinking, presentation, and writing skills by avoiding plagiarism, ambiguity, and lack of evidence

AP Psychology Required Text:

Publisher: Pearson

Title: AP Psychology (4th Edition)

Authors: Ciccarelli & White

Year Published: 2015

Student edition text: ISBN 9780133827996

Additional Resources for Further Study

Pearson PsychLab! Online

Cohen, Lisa K. *The Handy Psychology Answer Book*. Michigan: Visible Ink Press, 2011.

Glusick, Kathleen M. *Psychology Activities*. Peanut Publishing, 2000.

Bolt, Martin. *Instructor’s Resource Manual*. New York: Worth, 2001.

Goss, Sandra. *Psychology: Instructor’s resource Manual*. Boston: Houghton Mifflin, 1991.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2002.

2007 and 2004 AP Released Exam in Psychology (1999 Released Exam is located on the course home page on AP Central); other support materials.

Instructional Methods and/or Strategies:

The curriculum detailed in the Course Outline is delivered through both individual and group activities.

Research Methods	Unit 2 specifically teaches Research Methods and terminology used in the course. Students use supplemental readings such as <i>Forty Studies that Changed Psychology</i> during this unit and throughout the course to understand empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.
Reading	The student reads the textbook and excerpts from primary sources, including professional journals.
Listening	The student listens to additional conceptual information, examples and illustrations from the instructor, music and video presentations of historic film footage and contemporary applications of psychological concepts.
Writing	The student writes frequently, concisely and critically to better interact with the curriculum and to provide evidence of mastery for assessment purposes. The student also draws diagrams to represent structures and concepts.
Technology	Both the instructor and students use electronic media where appropriate. An online class page is updated frequently with links to film clips, online self-quizzes and additional resources. Students both receive and present information in the form of posters and multi-media presentations.
Film	Throughout the term, various films clips will be shown to help students better understand psychological concepts. Movies from <i>Discovering Psychology</i> will be shown along with short clips on YouTube.
Participation	Due to the variety of engaging activities in class and outside of class, students interact with the curriculum and have a deeper understanding and lasting influence on their educational and personal lives.

Course Outline: Skills

The AP Psychology skills describe what a student should be able to do while exploring course concepts. The table that follows presents the skills that students should develop during the AP Psychology course. These skills form the basis of tasks on the AP Exam.

1. Concept Understanding – Students will define, explain, and apply concepts, behavior, theories, and perspectives.

Activity: Students will create developmentally appropriate toys for each of Piaget’s Stages of Cognitive Development and explain how they will help the child accomplish the stage’s main task (Skill 1)

Activity: Students will watch language acquisition in animals with examples such as Kanzi and Alex to Parrot to discuss the concept of language with guiding questions such as is the language symbolic: Can it be used to represent absent objects? Does the language have systematic syntax, or word order? Can the language be used in a creative or productive manner? (Skill 1)

2. Data Analysis – Students will analyze and interpret quantitative data.

Activity: Students will look at current trends in specific areas of mental health including research, legislation, and biological basis to create brochures that explain and share this information with others to teach them about trends in both diagnosis of and treatment for people living with mental health challenges. (Skill 2)

Activity: Students will be given the opportunity to analyze a normal curve as it relates to modern intelligence testing (e.g., WAIS and WISC). Students will be given the opportunity to interpret the normal curve with respect to mean, standard deviation, and percentiles for the given intelligence test data. Then, students will discuss concepts of what does it mean to be intelligence as it relates to standardized testing. (Skill 2)

3. Scientific Investigation – Students will analyze psychological research studies.

a. Activity: Students will read key studies from *Forty Studies That Changed Psychology* and analyze the main parts of each study. In addition, students will apply these published research studies to ‘hot topics’ such as sleep, treatment of mental health, and aging. (Skill 3)

b. Activity: Students will analyze research from the developmental theorists (Piaget, Erikson, etc.) and consider the methodology, results, ethics, and criticisms. (Skill 3)

Assessments Including Methods and/or Tools:

All assessments were created by the instructor specifically for this course and assess content from the textbook, primary sources, online journals, and presentations by the instructor. This course will consist of quizzes, essays, class assignments, tests (midterm and final), discussions, and a semester project. Each semester grade will be based off total points.

Grading Scale:

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

COURSE OUTLINE AS PRESENTED IN THE AP PSYCHOLOGY COURSE AND EXAM DESCRIPTION AP

AP Psychology A

- Unit 1: Scientific Foundations of Psychology
- Unit 2: Biological Bases of Behavior
- Unit 3: Developmental Psychology
- Unit 4: Learning
- Unit 5: Cognitive Psychology
- Unit 6: Cognitive Psychology
- Unit 7: Motivation, Emotion, and Personality
- Unit 8: Development Psychology

AP Psychology B

- Unit 1: Social Psychology
- Unit 2: Sensation and Perception
- Unit 3: Sensation and Perception
- Unit 4: Motivation, Emotion, and Personality
- Unit 5: Clinical Psychology
- Unit 6: Clinical Psychology
- Unit 7: Motivation, Emotion, and Personality // Developmental Psychology
- Unit 8: Clinical Psychology

Course Outline - AP Psychology A:

Unit 1: Introduction to Psychology/ History and Approaches and Research Methods

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering.

Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior. (AP Psychology Course Description)

Major Topics Explored: The Scientific Method—Procedures, Limitations, and Ethics in Psychological Research

From the text: Comparisons of experiments, surveys, naturalistic observation, interviews, case studies, psychological tests, longitudinal studies, and cross-sectional studies; correlation; the normal curve; measures of central tendency; probability and significance levels

Students will be able to:

- Define psychology and trace the history of the field
- Identify, describe, contrast and compare the major approaches to psychology (Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, Evolutionary, Biological, and Cognitive)
- Identify, describe, contrast and compare the various subtypes of psychology (biological, clinical, social, human factors, industrial-organizational, personality, counseling educational, cognitive, etc.)

- Identify and understand the major contributions of psychology's historical figures (Wundt, Watson, James, Hall, Calkins, Darwin, Dix, Freud, Pavlov, Piaget, Rogers, Skinner, Washburn)
- Identify and understand the significance of variables (independent, dependent, confounding, control)
- Discuss the validity and reliability of research and the necessary requirements of each
- Understand and apply ethical and legal guidelines to psychological studies
- Understand the importance of operational definitions
- Distinguish between research methods (case studies, experiments, Correlational studies, survey research, naturalistic observation)

Activities and Assignments

- Text: Chapter 1 and Appendix A
- Vocabulary (Skill 1)
- Minilecture: Schools of Psychology
- History of psychology as the study of mental process and behavior
- From the text: William Wundt, Sigmund Freud, William James, and John B. Watson
- Approaches—Biopsychological, Behavioral, Psychoanalytic, Humanistic, Cognitive, Sociocultural
- Careers—Research and applied psychologists in various settings
- Design an ethical study (Skill 2)
- Data Collection Analysis (Skill 2)
- Thinking like a Psychologist, Case Study: *Genie Wild Child* (Skill 3)
- Discussions

Unit 2: Biological Bases of Behavior

An effective introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior — is an important element in the AP course. (AP Psychology Course Description)

Major Topics Explored: The Brain—Structure and Function

From the text: cerebral cortex; lower brain; brain communication; central and peripheral nervous systems; endocrine systems

Lectures: Einstein's Brain; Neurons in Prenatal Brain Development; Brain Injury and Disease; Brain Plasticity

Students will be able to:

- Understand and label the structure of a neuron and the way it communicates within itself and among other neurons (dendrite, synapse, synaptic cleft, reuptake)
- Understand the impact of major neurotransmitters
- Identify and explain the functions of the major lobes of the cerebral cortex
- Understand association areas and split-brain studies
- Understand, label, and identify the major functions of brain structures (hypothalamus, limbic system, cerebrum, etc.)
- Organize and explain major divisions of the nervous system
- Compare and contrast the endocrine system and the nervous system and understand the way in which they interact
- Understand and explain the way drugs effect the brain and neurotransmitters

- Research and understanding the nature vs. nurture phenomenon
- Explain the major contributions of Broca, Darwin, Gazzaniga, Sperry, and Wernicke)

Activities and Assignments:

- Text: Chapter 2
- Vocabulary (Skill 1)
- Color-code the brain and identify key structures/functions (Skill 1)
- Diagram a neuron (Skill 1)
- Forty Studies that Changed Psychology Reading (Skill 3)
- Discussions

Unit 3: Developmental Psychology

Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. (AP Psychology Course Description)

Major Topics Explored: Infancy and Childhood

Hereditary and environment, maturation, heredity and environment; maturation; critical periods and isolated children; family and parenting; child abuse; Jean Piaget’s cognitive stages; Lawrence Kohlberg versus Carol Gilligan and moral development; language acquisition

Students will be able to:

- Compare and contrast the developmental theories of Piaget, Kohlberg, Gilligan, Erikson and Freud)
- Compare and contrast gender differences and their influence on socialization
- Understand temperament and explain its significance to attachment and socialization
- Understand the normal development of motor skills
- Understand and describe the process of conception and the various stages of life in vitro
- Describe the development of one’s self-concept
- Compare and contrast longitudinal and cross-sectional studies
- Describe the significant contributions of Ainsworth, Bandura, Baumrind, Erikson, Freud, Gilligan, Harlow, Kohlberg, Lorenz, Piaget, Vygotsky

Assignments and Activities:

- Text: Chapter 8
- Vocabulary (Skill 1)
- Observations of young children (Skill 2)
- Lectures: Adolescence - physical maturation; eating disorders; Erik Erikson and James Marcia and identity; conformity, peers, crowds, cliques, gangs, and delinquency; communication with parents; other influences on adolescents
- Adulthood, Aging, and Death - marriage, divorce, and family life; midlife transition and menopause; cross-cultural issues, stereotypes in old age; Alzheimer’s and other diseases; Elisabeth Kübler-Ross
- Application of Erickson, Kohlberg, Piaget to life events (Skill 3)
- Discussions

Unit 4: Learning

This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning. (AP Course Description)

Major Concepts Explored: Classical Conditioning

Pavlov, Learned Helplessness, Applications, Operant Conditioning, Reinforcers, Skinner, Shaping. Law of Effect

Students will be able to:

- Compare and contrast operant and classical conditioning and observational learning and explain the effects of each
- Apply learning behavior to human behavior
- Define and understand generalization, spontaneous recovery, extinction, acquisition, biofeedback, and reinforcement
- Explain the significant contributions of Bandura, Garcia, Pavlov, Rescorla, Skinner, Thorndicke, Tolman, Watson)

Assignments and Activities:

- Text: Chapter 5
- Vocabulary (Skill 1)
- Behavior Modification Experiment (Skill 2)
- Observational Learning Analysis (Skill 2)
- Forty Studies that Changed Psychology Readings (Skill 3)
- Theories of Punishment (Skill 3)
- Midterm

Units 5: Memory

In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information. This part of the course also addresses problem solving, language, and creativity. (AP Psychology Course Description)

Major Concepts Explored: Learning

Ivan Pavlov and classical conditioning; John B. Watson and Mary Cover Jones and emotional conditioning; B.F. Skinner and operant conditioning; schedules of reinforcement; Albert Bandura and social learning; cognitive psychology; the effectiveness of rewards; extinguishing bad habits

Students will be able to:

- Identify, compare and contrast short-term, long-term, episodic, and procedural memory
- Explain ways to improve memory and understand current research on this topic
- Understand the process in which memories are stamped into our brains (encoding, storage, etc.)
- Understand the significant contributions made by Chomsky, Ebbinghaus, Kohler, Loftus, Miller)

Assignments and Activities:

- Text: Chapters 6
- Memory tests
- Information Processing and Memory - short and long term memory, mechanisms of memory, mnemonic devices, repressed memories, forgetting, acquiring and processing information

- Vocabulary (Skill 1)
- Memory Brochure - Long and Short Term Memory, Memory and Aging (Skill 1)
- Neuroscience and Memory, the Case of HM (Skill 3)
- Discussions

Unit 6: Testing and Individual Differences

An understanding of intelligence and assessment of individual differences is highlighted in this portion of the course. Students must understand issues related to test construction and fair use. (AP Psychology Course Description)

Major Concepts Explored: Intelligence and Creativity

Understanding intelligence; Alfred Binet and David Wechsler and intelligence testing; Howard Gardner and multiple intelligences; Robert Sternberg and practical intelligence; IQ and the range of intelligence; savant syndrome; creativity

Lectures: Savants; Your Learning Style

Students will be able to:

- Define intelligence and understand how culture determines this definition
- Compare and contrast theories of intelligence
- Describe and understand the extremes of intelligence testing
- Identify the major contributions of Binet, Gardner, Spearman, Sternberg, Terman, Wechsler

Assignments and Activities:

- Text: Chapter 7
- Vocabulary (Skill 1)
- Learning styles Inventory
- Sports Imagery and Psychology Skill 1)
- Animals and Language (Skill 1)
- Forty Studies that Changed Psychology Readings (Skill 3)
- Discussions

Unit 7: Motivation and Emotion

In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion. (AP Psychology Course Description)

Major Topics Explored: Physical and psychological factors

Maslow's hierarchy of needs; opponent process, James-Lange, Cannon-Bard, and Schachter's cognitive theories of emotion; emotional intelligence; cultural views of weight and body image

Lecture: The Lazarus Theory of emotion; Hunger, Eating Disorders, Motivation, Maslow's Hierarchy, Psychology of Obesity

Students will be able to:

- Compare and contrast the various motivational theories (drive reduction, arousal, instinct, general adaptation theory)
- Understand and describe stress and its psychological and physical effects

- Compare and contrast the James- Lange, Schachter two-factor, and Cannon- Bard theories of emotion)
- Understand and describe intrinsic and extrinsic motivations and how incentives and instincts can drive these motivations
- Identify key contributions from James, Kinsey, Maslow, Schachter, and Selye)

Assignments and Activities:

- Textbook: Chapter 9
- Vocabulary (Skill 1)
- Motivation and Emotion Journal (Skill 2)
- Smiling and Moods / Universal concepts of Emotion (Skill 1)
- Forty Studies that Changed Psychology Reading (Skill 3)
- Discussions

Unit 8: Project and Final Exam

This unit will be a wrap up of key ideas for AP Psychology B where students will create a project based on themes learned throughout the semester.

Assignments and Activities:

- Semester Project
- Final
- Free Response Question
- Discussion

Course Outline - AP Psychology B:

Unit 1: Social Psychology

This part of the course focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena. (AP Psychology Course Description)

Major Concepts Explored: Social Psychology Theories

Attribution theory; interpersonal attraction; aggression, violence and abuse; media violence; bystanders and helping behavior; environmental influences on behavior

Lecture: Would you help?—Bystanders, Heroes and Busybodies (in the news)

Sociocultural Influences: Attitudes and Beliefs - cultural diversity; group influences; Philip Zimbardo’s prison experiment; stereotypes, prejudice and discrimination; cognitive dissonance; Stanley Milgram’s obedience experiment; peer pressure, persuasion and brainwashing

Lecture: Solomon Asch’s Conformity Experiments; Social Pressure in the Media

Students will be able to:

- Explain motives using attribution theory
- Explain the impact others can have on individuals and situations
- Explain various attitudes
- Discuss the impact social and cultural categories can have on groups and individuals

- Explain how attitude formation and change develop
- Explain the major contributions of Asch, Festinger, Milgram, and Zimbardo)

Assignments and Activities

- Text: Chapter 12
- Vocabulary (Skill 1)
- Lecture -Milgram, Asch, Zimbardo
- Social Psychology in Action – Implicit Bias Tests, Bystander Effect, *Blue Eyes Brown Eyes* (Skill 1)
- Forty Studies that Changed Psychology Reading (Skill 3)
- Discussions

Unit 2: Sensation and Perception

Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process. (AP Psychology Course Description)

Major Concepts Explored:

From the text: The structures and functions of the five senses, perceptual constancies, illusions
Lectures: Optical illusions and magicians; Debunking ESP (James Randi)

Students will be able to:

- Define and understand sensation, perception, sensory transduction, sensory adaptation, signal detection, and difference threshold
- Understand, describe, and draw the various sensory processes (hearing, vision, touch, taste, smell, pain)
- Understand and explain sensory disorders
- Compare and contrast top down and bottom up processing and the effect they can have on optical illusions
- Understand and be able to critique parapsychological phenomena
- Explain the Young- Helmholtz and opponent-process theories of color vision
- Compare and contrast the place and frequency theories for explaining pitch perception
- Identify the major psychological contributions of Fechner, Hubel, Weber, and Wiesel)

Assignments and Activities:

- Text Chapter 3
- Vocabulary (Skill 1)
- Optical illusions at the Movies (Skill 1)
- Ear and eye models (Skill 1)
- Forty Studies that Changed Psychology (Skill 3)
- Discussions

Unit 3: States of Consciousness

Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. The study of variations in consciousness includes an examination of the sleep cycle, dreams, hypnosis, circadian rhythms, and the effects of psychoactive drugs. (AP Psychology Course Description)

Major Concepts Explored: Sleep and Dreams

Circadian Rhythms, Sleep Stages, Why we Dream, Dream Theories, Biological Clocks, Drugs and Consciousness, Stimulants, Depressants, Barbiturates

Students will be able to:

- Describe and understand the various stages and characteristics of the sleep cycle
- Explain and understand sleep disorders
- Understand and compare various sleep theories
- Compare and contrast psychoactive drugs, the categories in which they fall, and their major effects
- Explain the major contributions of James, Freud, and Higarad
- Define and understand drug dependence, addiction, tolerance, and withdrawal

Assignments and Activities:

- Text: Chapter 4
- Vocabulary (Skill 1)
- Sleep and dream records (Skill 2)
- Mini Lecture: Dreams, Interpreting Dreams, Teens and Sleep (in the news)
- Science of Addiction (Skill 3)
- Forty Studies that Changed Psychology (Skill 3)
- Discussions

Unit 4: Personality

In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality. (AP Psychology Course Description)

Major Concepts Explored: Theories

Sigmund Freud and psychoanalytic theory; Carl Jung and the persona; Karen Horney, Alfred Adler, Erik Erikson and Neo-Freudian social psychoanalytic theories; behaviorism; Carl Rogers and Abraham Maslow and humanism; trait theories; the Five-Factor Model

Psychological Measurement, Testing and Individual Differences - standardization and norms; validity and reliability; personality inventories and projective tests; aptitude and achievement tests; vocational interest tests; ethics of testing; the Barnum Effect

Lecture: The Rorschach Test

Conflict, Stress and Coping - Frustration, conflict, stress, origin of the term "Type-A personality"; Locus of Control Scale; defense mechanisms; healthy coping; substance abuse

Students will be able to:

- Understand the major approaches to understanding personality (cognitive, trait, psychoanalytic, humanistic, cognitive, behavioral)
- Identify formal and informal personality assessments (MMPI, etc)
- Explain the significant contributions of Adler, Bandura, Costa, McCrae, Freud, Jung, Maslow, and Rogers

Assignments and Activities

- Text: Chapter 13
- Vocabulary (Skill 1)
- Theories on Origin of Personality (Skill 1)
- Online inventories; vocational interest forms
- Forty Studies that Changed Psychology Readings (Skill 3)
- Discussions

Unit 5: Abnormal Psychology

Objectives: In this portion of the course, students examine the nature of common challenges to adaptive functioning. This section emphasizes formal conventions that guide psychologists' judgments about diagnosis and problem severity. (AP Psychology Course Description)

Major Concepts Explored: Mental Disorders

Abnormal behavior; the DSM-IV; attention deficit/hyperactivity disorder; autistic disorder; anxiety disorders; somatoform disorders; dissociative disorders; mood disorders and suicide; psychotic disorders; schizophrenia disorders; personality disorders; legal insanity defenses

Treatment and Therapy - Philippe Pinel and the history of humane treatment; mental health workers; psychoanalytic treatment; humanistic therapy; behavioral therapies; cognitive behavior therapy; group therapy; biomedical therapies; effectiveness and comparison of therapies

Lecture: Carl Rogers' person-centered therapy; ELIZA—Therapy Stimulation

Students will be able to:

- Define and identify the major characteristics of psychological disorders
- Compare and contrast anxiety, somatoform, personality, mood, dissociative, and schizophrenic disorders
- Describe how the various approaches to psychology attempt to explain psychological disorders
- Understand the use of the DSM
- Identify the fine line that exists between psychology and the legal system

Assignments and Activities:

- Text: Chapter 14
- Vocabulary (Skill 1)
- Movie Analysis
- Living with a Psychological Disorder (Skill 1)
- DSM Then and Now – What's in a Label and Mental Health Advocacy (Skill 2)
- Normal vs. Abnormal Definitions and Applications (Skill 1)
- Forty Studies that Changed Psychology Reading (Skill 3)
- Midterm
- Discussions

Unit 6: Treatment of Psychological Disorders

This section of the course provides students with an understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology. (AP Psychology Course Description)

Major Concepts Explored: Therapies
Psychological Therapies, Biomedical Therapies

Students will be able to:

- Describe the major treatments used in therapy
- Compare and contrast individual and group therapy
- Explain the significance culture has on the treatment used and its valued success
- Identify the major contributions of Beck, Ellis, Freud, Jones, Rogers, Skinner, Wolpe

Assignments and Activities:

- Text: Chapter 15
- Vocabulary (Skill 1)
- Therapy Beyond a Therapist – current events such as online therapies, apps (Skill 1)
- Forty Studies that Changed Psychology (Skill 3)
- Discussions

Unit 7: Stress, Health, and Gender

In this part of the course, students explore biological and social factors that motivate Behavior. (AP Psychology Course Description)

Major Concepts Explored:

Stress and its role on individual health; good stress versus bad stress
Psychology of Behaviors as it pertains to stress and eating
Gender and concepts surrounding the psychology of gender
Nature vs. Nurture and its role in gender

Students will be able to:

- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being

Assignments and Activities

- Text: Chapters 10 and 11
- Vocabulary (Skill 1)
- Lectures – Stress, Impacts on Health
- Effects of Stress (Skill 1)
- Research on Gender/Sexuality and current topics (Skill 3)
- Forty Studies that Changed Psychology (Skill 3)

Unit 8: Project and Final Exam

This unit will be a wrap up of key ideas for AP Psychology B where students will create a project based on themes learned throughout the semester.

Assignments and Activities:

- Semester Project
- Final
- Free Response Question
- Discussion

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century