

**SOCIAL STUDIES****ADVANCED PLACEMENT PSYCHOLOGY  
GRADES 11-12**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Advanced Placement Psychology is offered to the serious student who desires the challenge of a college-level course in high school. The course provides a scientific study of the origins and development of human behavior. The historical development of psychology and the major theories of psychology are presented, as well as the methods used to study behavioral questions. Emphasis is placed on scientific reasoning, and extensive reading and writing are required. Students are expected to take the advanced placement examination in May. College credit may be granted, subject to the requirements of the college or university.

Advanced Placement Psychology is a year-long elective credit course offered to students in grades eleven and twelve.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Not Applicable

**REQUIRED STUDENT TEXTBOOK**

*Psychology*, 9th edition (Worth, 2010)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

For more information on this or any other Advanced Placement course, visit College Board Online at [www.collegeboard.org](http://www.collegeboard.org).

# THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ADVANCED PLACEMENT PSYCHOLOGY COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM

## TOPICS OF STUDY

### Unit 1: Introduction: Psychology is Grounded in Science

- APPSY.1.1 Define psychology.
- APPSY.1.2 Compare the psychological perspectives.
- APPSY.1.3 Compare the research methods used in psychology.
- APPSY.1.4 Explain the use of descriptive and inferential statistics in psychological research.
- APPSY.1.5 Evaluate the methodology, ethics, and conclusions of research studies.

### Unit 2: Biological Psychology: Behavior Stems from Anatomy

- APPSY.2.1 Explain the role of the neuron as the foundation of behavior.
- APPSY.2.2 Explain the role of brain areas on behavior.
- APPSY.2.3 Explain interaction and competition between the nervous system and the endocrine system.
- APPSY.2.4 Explain the importance of the interaction between nature and nurture on behavior.

### Unit 3: Sensation and Perception: From Sensory Detection to Perceptual Interpretation

- APPSY.3.1 Describe the principles of sensation.
- APPSY.3.2 Explain the process of transduction.
- APPSY.3.3 Evaluate the theories of sensory functioning.
- APPSY.3.4 Analyze the role of top-down processing in perception (form, depth, motion, constancy).
- APPSY.3.5 Describe factors that influence perceptual interpretation.
- APPSY.3.6 Explain non-traditional perceptual experiences.

### Unit 4: States of Consciousness: Awareness Can Be Influenced by Both Natural and Artificially-Induced Conditions

- APPSY.4.1 Explain how circadian rhythms affect daily function.
- APPSY.4.2 Compare functional and dysfunctional sleep patterns and relate them to stages of sleep.
- APPSY.4.3 Compare theories of dreaming.
- APPSY.4.4 Explain the use of meditation, day-

dreaming, and hypnosis.

- APPSY.4.5 Describe the therapeutic uses and negative aspects of psychoactive drugs.

### Unit 5: Learning: Environment Changes “Knowing”

- APPSY.5.1 Explain how classical conditioning involves the association of a reflex to a previously neutral stimulus.
- APPSY.5.2 Explain how the learner associates behaviors with their consequences in operant conditioning
- APPSY.5.3 Explain how learning occurs from our observation of others (observational learning).
- APPSY.5.4 Describe the basic phenomena of learning.

### Unit 6: Cognition: Mental Processes Influence Behaviors

- APPSY.6.1 Describe how memories are created and maintained.
- APPSY.6.2 Analyze techniques for problem-solving and decision-making.
- APPSY.6.3 Describe the relationship between thinking and language development.

### Unit 7: Testing and Individual Differences: How Do We Test What We Can’t Easily Define?

- APPSY.7.1 Cite contribution of the pioneers in the history of intelligence.
- APPSY.7.2 Describe key elements of theories of intelligence.
- APPSY.7.3 Explain the principles of test construction.
- APPSY.7.4 Account for variations in intelligence.

### Unit 8: Motivation and Emotion: Why Do We Do What We Do?

- APPSY.8.1 Contrast the theories of motivation and apply them to a real-life situation.
- APPSY.8.2 Describe the physiological and psychological characteristics of basic instincts.
- APPSY.8.3 Describe the theories of emotion.
- APPSY.8.4 Describe the physiological and psychological factors that control emotion.
- APPSY.8.5 Analyze the relationships between

behavior, stress and physical health.

### **Unit 9: Development: Conception to Grave**

- APPSY.9.1 Analyze physical development across the human lifespan.
- APPSY.9.2 Analyze cognitive development across the human lifespan.
- APPSY.9.3 Analyze social development across the human lifespan.
- APPSY.9.4 Analyze moral development across the lifespan.
- APPSY.9.5 Discuss individual's responses to grief.
- APPSY.9.6 Discuss the major issues associated with human development.
- APPSY.9.7 Assess the advantages and disadvantages of research methods used to study human development.
- APPSY.9.8 Discuss gender development.

### **Unit 10: Personality: Who Am I?**

- APPSY.10.1 Investigate the theorists, assessment techniques, contributions and criticisms of the psychoanalytic perspective.
- APPSY.10.2 Investigate the theorists, assessment techniques, contributions and criticisms of the humanistic theorists.
- APPSY.10.3 Investigate the theorists, assessment techniques, contributions and criticisms of the Behaviorist theory of personality.
- APPSY.10.4 Investigate the theorists, assessment techniques, contributions and criticisms of the biological/trait theorists.
- APPSY.10.5 Investigate the theorists, assessment techniques, contributions and criticisms of the social-cognitive theory of personality.

### **Unit 11: Dysfunctional Behavior: Eccentric or Disordered?**

- APPSY.11.1 Identify the scientific criteria for determining abnormality.
- APPSY.11.2 Explain diagnostic criteria, unique features and explanations of anxiety disorders according to the perspectives.
- APPSY.11.3 Explain diagnostic criteria, unique features and explanations of somatoform disorders according to the perspectives.
- APPSY.11.4 Explain diagnostic criteria, unique features and explanations of mood disorders according to the perspectives.
- APPSY.11.5 Explain diagnostic criteria, unique features and explanations of schizophrenia disorders according to the perspectives.
- APPSY.11.6 Explain diagnostic criteria, unique

features and explanations of personality disorders according to the perspectives.

- APPSY.11.7 Explain diagnostic criteria, unique features and explanations of dissociative disorders according to the perspectives.

### **Unit 12: Therapy and Treatment Comes in Various Forms: Trephining to Community-Based**

- APPSY.12.1 Trace the history of treatment of mental disorders.
- APPSY.12.2 Explain the aims and methods of psychoanalysis and the disorders most responsive to its use.
- APPSY.12.3 Explain the aims and methods of humanistic psychotherapy and the disorders most responsive to its use.
- APPSY.12.4 Explain the aims and methods of behavioral psychotherapies and the disorders most responsive to its use.
- APPSY.12.5 Explain the aims and methods of cognitive psychotherapies and the disorders most responsive to its use.
- APPSY.12.6 Biomedical therapies.
- APPSY.12.7 Compare individual and group therapy.
- APPSY.12.8 Explain prevention and intervention techniques offered at the community level.

### **Unit 13: Social Psychology: Beyond the Individual**

- APPSY.13.1 Explain the influence of groups on an individual's behavior.
- APPSY.13.2 Describe the attribution theory in terms of explaining behavior.
- APPSY.13.3 Explain the reciprocal relationship between attitudes and actions.
- APPSY.13.4 Compare the impacts of conformity, compliance, and obedience.
- APPSY.13.5 Describe factors that affect perception of others.
- APPSY.13.6 Apply psychological principles to successful and problematic organizational structures.

### **CITIZENSHIP GOALS**

- Accepting responsibility for completing assignments and tasks
- Valuing the worth and dignity of all individuals
- Appreciating individual differences
- Respecting the rights, property, beliefs, and opinions of others
- Resolving conflicts with mutual respect and reason
- Accepting the rights and responsibilities of citizenship
- Developing a positive self-image

- Understanding the behavior of self and others
- Accepting responsibility for personal behavior and its consequences

## SKILLS

- **Study Skills**
  - Taking organized and useful notes from lectures, discussions, and varied sources of information
  - Using varied and diverse sources of information
- **Chart/Graph Skills**
  - Drawing inferences from charts, graphs, tables, and maps
  - Using charts, graphs, tables, and maps to organize, display, and depict data
  - Making and interpreting special purpose maps
- **Problem-Solving/Decision-Making Skills**
  - Using the problem-solving approach to find a possible solution to a psychological problem
  - Stating hypotheses, analyzing and interpreting data, and drawing conclusions
  - Application of concepts to everyday experiences
- **Critical Thinking Skills**
  - Recognizing stated and unstated assumptions
  - Evaluating conflicting sources of information
  - Analysis and interpretation of research data
- **Communication Skills**
  - Preparing oral and written reports, projects, and presentations
  - Listening actively to the ideas and thoughts of others
  - Contributing ideas and thoughts to class discussion
  - Restating major ideas of a complex topic in concise form



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

## MISSION STATEMENT

**The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.**

## DEPARTMENT OF CURRICULUM AND INSTRUCTION

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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Director of Secondary Instructional Services, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038, Telephone (757) 263-1070 or (757) 263-1429, fax (757) 263-1412.