# AP Psychology Curriculum Map

**Georgia Standards of Excellence**  
**State Course ID:** 45.01600  
**District Abbreviation:** SOC 419-420  
**Columbia County School District**  
**Development Date:** 1/22/18

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td><strong>Priority Topics:</strong> History &amp; Approaches</td>
<td><strong>Priority Topics:</strong> Biological Foundations</td>
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<tr>
<td>Duration: 4 Weeks</td>
<td>Duration: 13 Weeks</td>
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**GSE Standards:**
- **SSPFR1** Explain selected historical and contemporary perspectives and practices of psychologists.  
- **SSPFR2** Explain the research methods and the types of statistics used in the field of psychology.

**AP/College Board Standards:**
- **I. History & Approaches:** A-E  
- **II. Research Methods:** A-J

**Literacy Standards:**
- Focus:  
- Learning Targets:

**AP/College Board Standards:**
- **III. Biological Bases of Behavior:** A-I  
- **IV. Sensation & Perception:** A-I  
- **V. States of Consciousness:** A-G  
- **VIII. Motivation & Emotion:** A-H

**AP/College Board Standards:**
- **VI. Learning:** A-J  
- **VII. Cognition:** A-H  
- **IX. Developmental Psychology:** A-L

**GSE Standards:**
- **SSPBF1** Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.  
- **SSPBF2** Compare different states of consciousness  
- **SSPBF3** Discuss the components of stress.  
- **SSPBF4** Describe how the physical world is translated into a psychological experience  
- **SSPBF5** Identify major theories and concepts related to motivation and emotion

**GSE Standards:**
- **SSPBC1** Identify the characteristics of and major approaches to learning.  
- **SSPBC2** Analyze key concepts associated with information processing and memory.  
- **SSPBC3** Describe behavioral, social, and cognitive changes from the prenatal period throughout the lifespan.

**AP/College Board Standards:**
- **VI. Learning:** A-J  
- **VII. Cognition:** A-H  
- **IX. Developmental Psychology:** A-L

**GSE Standards:**
- **SSPSP1** Analyze the impact of the social environment on behaviors, and attitudes.

**AP/College Board Standards:**
- **X. Personality:** A-E  
- **XI. Testing & Individual Differences:** A-H  
- **XII. Abnormal Psychology:** A-L  
- **XIII. Treatment of Abnormal Behavior:** A-G  
- **XIV. Social Psychology:** A-K

**Literacy Standards:**
- Focus:  
- Learning Targets:
<table>
<thead>
<tr>
<th>SSPFR1 a. Define the field of psychology.</th>
<th>SSPBF1 a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior, include: central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].</th>
<th>SSPBC1 a. Identify learning as a relatively permanent change in behavior based on experience.</th>
<th>SSPVB1 a. Differentiate between general and multiple intelligences.</th>
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<tbody>
<tr>
<td>SSPFR2 a. Explain how psychologists conduct research to describe, explain, predict, and control behavior. b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation. c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls). d. Explain the differences between a correlation and an experiment. e. Classify the types and uses of statistics in psychological research, include: descriptive statistics. f. Interpret graphic data representations.</td>
<td>b. Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG. f. Examine the role of genetics in the development of behaviors.</td>
<td>SSPBF2 a. Identify altered states of consciousness, include: sleeping, dreaming, hypnosis, meditation, biofeedback, and mind-altering substances. b. Describe the sleep cycle and circadian rhythm. c. Explain theories of sleeping and dreaming. d. Investigate the validity of hypnosis. e. Analyze the physical and psychological issues associated with addiction. f. Explain how the major drug classes (stimulants, depressants,</td>
<td>b. Explain the behavioral approach to learning. c. Compare and contrast the paradigms of classical and operant conditioning. d. Describe changes in behavior using the social learning theory.</td>
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<tr>
<td>SSPBC2 a. Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval.</td>
<td>SSPVB2 a. Evaluate Psychodynamic Theory and its impact on contemporary psychology. b. Evaluate the Humanistic Perspective of personality. c. Analyze the purpose and theories of the Trait Perspective of personality. d. Analyze the Social-Cognitive Perspective of personality. e. Identify various personality assessment tools.</td>
<td>SSPVB3 a. Identify criteria that distinguish normal from disordered behavior, include: the criteria of distress, deviance, and dysfunction. b. Describe methods used to diagnose and assess psychological disorders, include: the current version of the Diagnostic and</td>
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| SSPFB2 a. Examine theories of forgetting, include: encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile). d. Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set. | | | }
| g. Explain ethical issues in psychological research. | and hallucinogens) affect neurotransmission and behaviors.  
SSPBF3 a. Categorize and explain the different physiological and psychological reactions to stress.  
b. Identify strategies to deal with stress that promote health, include: coping strategies and behavioral modification.  
SSPBF4 a. Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction.  
b. Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma.  
c. Describe the major theories associated with visual and auditory sensation and perception: include threshold theory, opponent process theory, trichromatic theory of vision, frequency theory, volley theory and place theory of hearing.  
d. Identify additional senses, include: smell, taste and touch.  
e. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception.  
f. Compare top-down and bottom-up processing. | SSPBC3 a. Chart physical changes of a human being from conception through late adulthood.  
b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson.  
c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf.  
d. Describe the role of critical periods in development. | Statistical Manual, the MMPI, and projective tests.  
c. Analyze various psychological disorders and identify appropriate treatments, include: anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and schizophrenia.  
d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients.  
e. Compare the biomedical, psychoanalytical, cognitive, behavioral, and humanistic approaches to the treatment of psychological disorders.  
SSPSP1 a. Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch’s experiment, groupthink, group polarization, and deindividuation.  
b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.  
c. Explain the factors that contribute to affiliation and attraction, include: proximity, mere exposure effect, and similarity.  
d. Analyze and evaluate the ethics
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### Essential Vocabulary:

**SSPBF5**  
- a. Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation.
- b. Compare and contrast theories of emotion, include: James-Lange, Cannon-Bard, and Singer-Schachter's Two Factor.

**SSPBF2**  
- b. Sleep cycle, circadian rhythm.
- c. Hypnosis.
- d. Addiction.
- e. Drug classes (stimulants, depressants, and hallucinogens).

**SSPFR2**  
- A. psychology  
- B. Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.
- C. Experiment, survey, case study, and observation.
- D. Independent and dependent variables, experimental control (blind/double-blind procedures, placebo controls).
- E. Correlation
- F. Descriptive statistics
- G. Ethics

**SSPFR1**  
- A. Behavior, cognition, emotion, central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].
- B. Neuron (include all parts)
- C. Neurotransmission, action potentials and synaptic transmission.
- D. Structures and functions of the brain. (lobes, etc.)
- E. MRI, fMRI, PET, CAT, and EEG.
- F. Genetics

**SSPBC1**  
- A. Classical conditioning, Operant conditioning, Learning, Behaviorism.
- B. Sensory memory, Short term memory (working memory), Encoding, Long term memory, and Retrieval.
- C. Mnemonics, Maintenance rehearsal, and Elaborative rehearsal.
- D. Encoding failure, decay, proactive/retroactive interference, amnesia.
- E. Heuristics, algorithms, biases, expectancies, and mental set

**SSPBC2**  
- A. Conception and adulthood.
- B. Developmental models of Freud, Piaget, Kohlberg, and Erikson.

**SSPVB1**  
- A. Intelligence
- B. Heredity, environment
- C. Reliability, validity, standardization
- D. Intelligence test
- E. Giftedness and intellectual disability

**SSPVB2**  
- A. Psychodynamic theory
- B. Humanistic perspective
- C. Personality, trait perspective
- D. Social-cognitive perspective
- E. MMPI

**SSPVB3**  
- A. Distress, deviance, and dysfunction.
- B. DSM-V, projective tests
- C. Anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and...
### Course Title: AP Psychology

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#### High School Curriculum Map

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<td><strong>B.</strong> basic structures of the eye and ear, neural pathways, sensory transduction.</td>
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**C.** language acquisition: Chomsky, Skinner, and Whorf.

**D.** critical periods

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<td><strong>C.</strong> affiliation and attraction, include: proximity, mere exposure effect, and similarity.</td>
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<td><strong>D.</strong> ethics of experimentation: Milgram’s experiment of obedience and Zimbardo’s Stanford Prison Experiment.</td>
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**Schizophrenia.**

**D.** labeling and diagnosis

**E.** biomedical, psycho-analytical, cognitive, behavioral, and humanistic approaches

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<tr>
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<td>Extensions:</td>
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| Supplemental Study materials | Myers’ Psychology for AP: 2nd Ed. (BFW/Worth pub)  
5 Steps to a 5: AP Psychology (McGraw Hill) |
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