

**Correlation of AMSCO AP Psychology: Preparing for the Advanced Placement Examination, 2017
to the College Board Psychology Curriculum Framework, effective 2014**

I. History and Approaches	Ch. 1
Changes in Theories: Significant changes in psychological theories used to explain behavior and mental processes since 1879	6-11
Changes in Methodology: psychological research has expanded to include a diversity of approaches to data gathering.	12-14
A. Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	3-4, 6-10, 12
B. Describe and compare different theoretical approaches in explaining behavior:	
1. structuralism, functionalism, and behaviorism in the early years;	4-5
2. Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;	5-6, 8
3. evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches.	9-11
C. Recognize the strengths and limitations of applying theories to explain behavior.	6-9, 12
D. Distinguish the different domains of psychology:	
– biological	9, 13
– clinical	12
– cognitive	13
– counseling	13
– developmental	13
– educational	14
– experimental	14
– human factors	13
– industrial-organizational	13
– personality	14
– psychometric	14
– social	14
E. Identify major historical figures in psychology:	
– Mary Whiton Calkins	4
– Charles Darwin	4, 9, 118, 173
– Dorothea Dix	5
– Sigmund Freud	6, 184-185, 335, 374
– G. Stanley Hall	5
– William James	4, 173

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<u>I. History and Approaches</u>	
E. Identify major historical figures in psychology:	
– Ivan Pavlov	7
– Jean Piaget	8, 365-372
– Carl Rogers	8
– B.F. Skinner	7
– Margaret Floy Washburn	5
– John B. Watson	6
– Wilhelm Wundt	1, 3
<u>II. Research Methods</u>	Ch. 2,3
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.	
A. Differentiate types of research:	
– Experiments: purpose, strengths, weaknesses	24-32
– Correlational Studies: purpose, strengths, weaknesses	33-35
– Survey Research: purpose, strengths, weaknesses	37-38
– Naturalistic Observations: purpose, strengths, weaknesses	35-36
– Case Studies: purpose, strengths, weaknesses	36-37
B. 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)	24-28, 30-31
C. Identify independent, dependent, confounding, and control variables in experimental designs.	27-28, 30-31
D. Distinguish between the following:	
– random assignment of participants to conditions in experiments	30
– random selection of participants, primarily in correlational studies and surveys.	37-38
E. Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).	28-31
F. Distinguish the purposes of descriptive statistics and inferential statistics.	53, 64-65
G. Apply basic descriptive statistical concepts, including:	
– interpreting and constructing graphs	55-57
– calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).	57-62

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II. Research Methods	Ch. 2,3
H. Discuss the value of reliance on operational definitions and measurement in behavioral research.	26-28
I. Identify how ethical issues inform and constrain research practices.	33, 35, 43-44
J. Describe how ethical and legal guidelines (e.g., those provided by:	42-44
– American Psychological Association	42-43
– federal regulations	
– local institutional review boards	42
...protect research participants and promote sound ethical practice.	
III. Biological Bases of Behavior	Ch. 4,5
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.	
A. 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.	76, 103-111
B. Discuss the influence of drugs on neurotransmitters:	
– reuptake mechanisms	107, 109, 110
– agonists	110
– antagonists	110-111
C. Discuss the effect of the endocrine system on behavior.	83-84, 110
D. Describe the nervous system and its subdivisions and functions:	
– central and peripheral nervous systems;	75-77
– major brain regions, lobes, and cortical areas;	85-91
– brain lateralization and hemispheric specialization.	91-94
E. Discuss the role of neuroplasticity in traumatic brain injury.	94, 112-113
F. Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).	78-83, 92-94
G. Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.	115-118
H. Predict how traits and behavior can be selected for their adaptive value.	118-120
I. Identify key contributors:	
– Paul Broca	79

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III. Biological Bases of Behavior	Ch. 4,5
I. Identify key contributors:	
— Charles Darwin	118
— Michael Gazzaniga	93-94
— Roger Sperry	93
— Carl Wernicke	79
IV. Sensation and Perception	Ch. 6,7
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.	
A. Detail basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	150-151, 155
B. 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.	
— Hearing	134-137
— Vision	127-131
— Touch	141
— Taste	139, 140-141
— Smell	139-140
— Vestibular	141
— Kinesthesia	139, 141
— Pain	142-143
C. Explain common sensory disorders (e.g., visual and hearing impairments)	133, 137
D. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).	155-166
E. Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).	151-152, 164-166
F. Explain the role of top-down processing in producing vulnerability to illusion.	152-153
G. Discuss the role of attention in behavior.	153-155
H. Challenge common beliefs in parapsychological phenomena	166
I. Identify the major historical figures in sensation and perception:	
— Gustav Fechner	151

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IV. Sensation and Perception	Ch. 6,7
I. Identify the major historical figures in sensation and perception:	
— David Hubel,	153
— Ernst Weber	150-151
— Torsten Wiesel	153
V. States of Consciousness	Ch. 8
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.	
A. Describe various states of consciousness and their impact on behavior	173-175
B. Discuss aspects of sleep and dreaming:	
— Stages and characteristics of the sleep cycle;	175-179
— Theories of sleep and dreaming;	179-180
— Symptoms and treatments of sleep disorders	182-183
C. Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).	185-187
D. Explain hypnotic phenomena (e.g., suggestibility, dissociation).	186-187
E. Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.	189-192
F. Detail drug dependence, addiction, tolerance, and withdrawal.	187-188, 192
G. Identify the major figures in consciousness research:	
— William James	173
— Sigmund Freud	184-185
— Ernest Hilgard	187
VI. Learning	Ch. 9,10
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.	
A. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).	202-203, 208-209, 220, 237-238

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VI. Learning	Ch. 9,10
B. Describe basic classical conditioning phenomena, including:	
— Acquisition	202
— Extinction	208
— Spontaneous Recovery	208
— Generalization	204-206
— Discrimination	204-205
— Higher-order Learning	207-208
C. Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).	210-214
D. Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.	215-218
E. Interpret graphs that exhibit the results of learning experiments.	218
F. Provide examples of how biological constraints create learning predispositions.	232-233
G. Describe the essential characteristics of insight learning, latent learning, and social learning.	231, 233-234, 237-238
H. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.	209, 230-231, 235-236
I. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.	230, 236-237
J. Identify key contributors in the psychology of learning:	
—Albert Bandura	237-239, 241- 242
—John Garcia	230-231
—Ivan Pavlov	202-203, 205
—Robert Rescorla	232
—B. F. Skinner	208, 210, 215
—Edward Thorndike	209
—Edward Tolman	231
—John B. Watson	201, 206
VII. Cognition	Ch. 11,12
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.	

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VII. Cognition	Ch. 11,12
A. Compare and contrast various cognitive processes:	
—effortful versus automatic processing;	255-256
—deep versus shallow processing;	257-258
—focused versus divided attention.	253-254
B. Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).	252-258
C. Outline the principles that underlie effective encoding, storage, and construction of memories.	253-257
D. Describe strategies for memory improvement.	266-267
E. Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	289-293
F. Identify problem-solving strategies as well as factors that influence their effectiveness.	282-286
G. List the characteristics of creative thought and creative thinkers.	279-281
H. Identify key contributors in cognitive psychology:	
—Noam Chomsky	276, 292
—Hermann Ebbinghaus	262-263
—Wolfgang Kohler	282
—Elizabeth Loftus	265-266
—George A. Miller	256
VIII. Motivation and Emotion	Ch. 13,14
Students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.	
A. Identify and apply basic motivational concepts to understand the behavior of humans and other animals, for example:	
—Instincts	302
—Incentives	304-305
—Intrinsic Motivation	322-323
—Extrinsic Motivation	322-323
B. Discuss the biological underpinnings of motivation, including: needs, drives, and homeostasis.	301-308

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<u>VIII. Motivation and Emotion</u>	Ch. 13,14
C. Compare and contrast motivational theories, including the strengths and weaknesses of each:	
—Drive Reduction Theory	303-304
—Arousal Theory	305-306
—General Adaptation Theory	341
D. Describe classic research findings in specific motivation systems, for example:	
—Eating	302-303
—Sex	316-317
—Social	320-321
E. Discuss theories of stress and the effects of stress on psychological and physical well-being.	339-344
F. Compare and contrast major themes of emotion:	
—James-Lange	330
—Cannon-Bard	331
—Schachter Two-Factor Theory	331
G. Describe how cultural influences shape emotional expression, including variations in body language.	335-336
H. Identify key contributors in the psychology of motivation and emotion:	
—William James	330
—Alfred Kinsey	317
—Abraham Maslow	306-308
—Stanley Schachter	331
—Hans Selye	341
<u>IX. Developmental Psychology</u>	Ch. 15, 16
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.	
A. Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.	355, 379, 394
B. Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).	356-357

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IX. Developmental Psychology	Ch. 15, 16
C. Discuss maturation of motor skills.	357-360
D. Describe the influence of temperament and other social factors on attachment and appropriate socialization.	360-363, 377
E. Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).	364-369
F. Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).	371-374
G. Discuss maturational challenges in adolescence, including related family conflicts.	387-388, 389-391
H. Explain how parenting styles influence development.	377-379
I. Characterize the development of decisions related to intimacy as people mature.	376-379, 402
J. Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.	398-400
K. Describe how sex and gender influence socialization and other aspects of development.	393-395
L. Identify key contributors in developmental psychology:	
—Mary Ainsworth	360-361
—Albert Bandura	374
—Diana Baumrind	377-379
—Erik Erikson	374-376
—Sigmund Freud	355, 374
—Carol Gilligan	374
—Harry Harlow	362-363
—Lawrence Kohlberg	371-374
—Konrad Lorenz	362
—Jean Piaget	365-372
—Lev Vygotsky	396-370
X. Personality	Ch. 17,18
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.	
A. Compare and contrast the major theories and approaches to explaining personality:	
—psychoanalytic	414-415, 420-421
—humanist	431-433

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X. Personality	Ch. 17,18
A. Compare and contrast the major theories and approaches to explaining personality:	
—cognitive	428-429
—trait	424-427
—social cognition	428-431
—behavioral	427-428, 430-431
B. Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.	435, 445-447
C. Identify frequently used assessment strategies:	436-438
—Minnesota Multiphasic Personality Inventory (MMPI)	437
—Thematic Apperception Test (TAT)	437
AND evaluate relative test quality based on reliability and validity of the instruments.	
D. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).	448, 450-451
E. Identify key contributors to personality theory, including:	
—Alfred Adler	422-423
—Albert Bandura	429
—Paul Costa	426
—Robert McCrae	426
—Sigmund Freud	414-415, 417, 419-421
—Carl Jung	422
—Abraham Maslow	433
—Carl Rogers	431-432
XI. Testing and Individual Differences	Ch. 19
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.	
A. Define intelligence and list characteristics of how psychologists measure intelligence:	467-472
—abstract versus verbal measures;	470-472
—speed of processing	470-471, 474
B. Discuss how culture influences the definition of intelligence.	467-468

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XI. Testing and Individual Differences	Ch. 19
C. Compare and contrast historic and contemporary theories of intelligence, including:	468-473, 483-487
—Charles Spearman	471
—Howard Gardner	484-485
—Robert Sternberg	485-486
D. Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.	473-477
E. Interpret the meaning of scores in terms of the normal curve.	479-481
F. Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).	482-483
G. Debate the appropriate testing practices, particularly in relation to culture-fair test uses	
H. Identify and detail key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).	
—Alfred Binet	469
—Francis Galton	468-470
—Howard Gardner	484-485
—Charles Spearman	471-472
—Robert Sternberg	485
—Louis Terman	469-470, 480
—David Wechsler	470-471, 474
XII. Abnormal Behavior	Ch. 20,21
Students examine the nature of common challenges to adaptive functioning. This section emphasizes formal conventions that guide psychologists' judgments about diagnosis and problem severity.	Ch. 20,21
A. Describe contemporary and historical conceptions of what constitutes psychological disorders.	496-500
B. 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.	500-502
C. Discuss the major diagnostic categories, including:	522-540
—anxiety disorder	524-526

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XII. Abnormal Behavior	Ch. 20,21
C. Discuss the major diagnostic categories, including:	522-540
—bipolar and related disorders	536-538
—depressive disorders	538-539
—dissociative disorders	529-530
—feeding and eating disorders	531-533
—neurodevelopment disorders	522-524
—neurocognitive disorders	542
— obsessive-compulsive and related disorders	526-527
—personality disorders	539-540
— schizophrenia spectrum and other psychotic disorders,	533-536
—somatic symptom and related disorders	530-531
—trauma- and stressor-related disorders	527-528
...And their corresponding symptoms	
D. Evaluate the strengths and limitations of various approaches to explaining psychological disorders:	503-510
—medical model	497, 504, 506
— psychoanalytic	500-503
—humanistic	505-506
— cognitive	505
—biological	
—sociocultural	509-510
E. Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).	512-515
F. Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).	498
XIII. Treatment of Abnormal Behavior	Ch. 22,23
Students gain an understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology.	Ch. 22,23
A. Describe the central characteristics of psychotherapeutic intervention.	551-554
B. Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.	554-561
C. Compare and contrast different treatment formats (e.g., individual, group).	561-563, 581-583
D. Summarize effectiveness of specific treatments used to address specific problems.	563-564
E. Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).	577-581

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XIII. Treatment of Abnormal Behavior	
F. Describe prevention strategies that build resilience and promote competence.	584-586
G. Identify major figures in psychological treatment:	
—Aaron Beck	560-561
—Albert Ellis	560
— Sigmund Freud	552
—Mary Cover Jones	557
— Carl Rogers	554-555
—B.F. Skinner	558
—Joseph Wolpe	557
XIV. Social Psychology (8-10%)	Ch. 24,25
Focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence. and other social phenomena.	
A. Apply attribution theory to explain motives (e.g., fundamental attribution error, serif-serving bias).	596-598
B. Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).	611-617
C. Explain how individuals respond to expectations of others, including:	
—groupthink	614-616
— conformity	606
—obedience to authority	606-609
D. Discuss attitudes and how they change (e.g., central route to persuasion).	602-604
E. Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).	611-612
F. Describe processes that contribute to differential treatment of group members:	631-635
—in-group / out-group dynamics	611-617, 631-633
— ethnocentrism	632-633
—prejudice	634
G. Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.	594-596
H. Anticipate the impact of behavior on a self-fulfilling prophecy.	634
I. Describe the variables that contribute to altruism, aggression, and attraction.	622-627, 631, 635-638
J. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.	598-604

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XIV. Social Psychology (8-10%)	
K. Identify important figures in social psychology:	
—Solomon Asch	606
—Leon Festinger	600
— Stanley Milgram	606-608
—Philip Zimbardo	601-602