

AP/IB-SL Psychology (Leah Greene, Broughton High School, Raleigh, NC)

Curriculum 2025-26

[Curriculum breakdown](#) | [Daily pacing \(starts on page 17\)](#)

Based On The 2024 AP Psych CED - Full Year 85 Minute Alternating Block Schedule

Chapter readings/links have been removed from this version

	AP Curriculum	IB Curriculum
Intro Research methods & designs 3 days	- Historical background: 0.1 Methodologies & ethics (National Standards alignment: Scientific Inquiry and Research Methods Foundation, Content Standards 2 and 3) - Qualitative v. quantitative - Case study, surveys, interviews, experiments, observations, meta-analysis - Likert scale - Hypothesis - Independent v. Dependent variable - Placebo - Confounding variables - Random assignment v. random sample - Sampling bias - Operational definition - Double blind procedure - Experimenter bias - Social desirability bias - Informed consent - Deception - Debriefing - Anonymity & confidentiality - Right to withdrawal	- Historical background 0.1 Methodologies & ethics (National Standards alignment: Scientific Inquiry and Research Methods Foundation, Content Standards 2 and 3) - Qualitative v. quantitative - Case study - Naturalistic observation - Interviews (unstructured, semi-structured, focus-groups) - Experiments (field, quasi-, natural) - Correlational research - Surveys - Sampling methods (purposive, random, volunteer/self-selected, opportunity, snowballing) - Informed consent - Deception - Debriefing - Anonymity - Right to withdrawal - Generalizability (external validity) - Population validity (gender, age, health, wealth, culture/nationality, occupation, race) - Ecological validity - Credibility

	• APA ethics (nonmaleficence, fidelity, integrity, respect for rights & dignity) • Peer review • Replication 0.2 Data interpretation (National Standards alignment: Scientific Inquiry and Research Methods Foundation, Content Standard 4) • Central tendency • Mean, mode, median • Standard deviation • Percentile rank • Correlation coefficients • Inferential data • Be able to graph data to show relationships • Bimodal distribution • T-test • P-value • Bar graphs • Scatterplots	• Peer review • Triangulation • Participant bias 0.2 Data interpretation: Internal assessment (National Standards alignment: Scientific Inquiry and Research Methods Foundation, Content Standard 4) • Mean, mode, median • Standard deviation • Bar graphs • p-value
Unit 1 Biological bases of behavior 12 days	1.1 Interaction of heredity & environment (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 2) • <i>Are you a natural (Bouchard, 1990)</i> • Nature v. nurture • Evolutionary psychology 1.2 The nervous system, neurons & neural firing (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 1) • Central v. peripheral nervous system • Autonomic v. somatic nervous system • Anatomy of a neuron • Neurons v. glial cells • Sensory, motor, & interneurons • Action potential • Depolarization • Refractory period • Resting potential	1.1 Genetics & behavior (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 2) • Twin & kin studies ○ Bouchard (1990) - IQ and MZTs reared apart ○ Koenig (2009)- fMRI shows MZTs thinking similarly ○ Deary, Cox & Hill (2022)- genetics & intelligence • Evolution ○ SM case study (Feinstein, 2016)- amygdala's role in generating fear for survival 1.2 The brain & behavior (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standards 1-2) • Neuroplasticity ○ Growth ■ Maguire (2006)- experience (taxi driving) led to larger hippocampi. ○ Pruning

	● Reuptake ● Multiple sclerosis & myasthenia gravis ● Excitatory v. inhibitory messages ● Neurotransmitters - dopamine, serotonin, norepinephrine, glutamate, GABA, endorphins, substance p, acetylcholine ● Hormones - adrenaline, leptin, ghrelin, melatonin, oxytocin ● Pituitary gland ● Agonists v. antagonists ● Stimulants v. depressants v. hallucinogens v. opioids ● Withdrawal 1.3 The brain (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 1) ● Structure & function of the brain ● Medulla ● Reticular activating system ● Cerebellum ● Left v. right hemisphere ● Limbic system (thalamus, hypothalamus, pituitary gland, hippocampus, amygdala) ● Corpus callosum ● Lobes (occipital, temporal, parietal, frontal) ● Broca's v. Wernicke's areas ● Aphasia ● Split brain research ● Somatosensory cortex ● Motor cortex ● Plasticity ● EEG, fMRI ● Lesioning 1.4 Sleep (National Standards alignment: Biological Pillar, Consciousness, Content Standard 2) ● "Why do we sleep?" TEDTalk ● Circadian rhythm ● NREM v. REM sleep (Stages 1-3, REM) ● Paradoxical sleep	■ Luby et al (2013)- poverty & reduced hippocampal volume ■ Karl (2006)- pruning of hippocampus with PTSD ■ Rosenzweig & Bennett (1972) ○ Neural networks ■ Passamonti et al (2012)- low serotonin disrupts neural networks between PFC & amygdala & describes the process of neurotransmission ● Neurotransmitters ○ Serotonin: Passamonti et al (2012)- serotonin & impulsive behavior ○ Excitatory v. inhibitory messages ■ Passamonti et al (2012)- serotonin as an inhibitory neurotransmitter ○ Agonists v. antagonists ■ Passamonti et al (2012)- tryptophan as antagonist to reduce serotonin ■ Lapidus et al. (2014) found that taking ketamine had reduced symptoms of depression. ■ Be able to describe how neurons & other chemicals can be agonists or antagonists 1.2a Evolutionary explanations for behavior (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 2) ● Hormones ○ Buchanan & Lovello (2001)- cortisol increases recall of emotionally arousing memories ○ Tarter et al (2020)- COMT gene expression impacts the HPA & cortisol release ○ Weaver et al (2004)- ANIMAL STUDY- rat pups with nurturing mother = lower cortisol ● Pheromones ○ Wedekind et al (1995)- sweaty t-shirt & attraction
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	● Activation synthesis theory of dreams ● Consolidation theory of dreams ○ Wamsley (2014) ● Insomnia ● Narcolepsy ● REM sleep behavior disorder ● Sleep apnea ● Somnambulism 1.5 Sensation (National Standards alignment: Biological Pillar, Sensation, Content Standards 1 and 2) ● Absolute threshold ● Detection ● Just-noticeable difference ● Weber’s law ● Sensory adaptation ● Sensory interaction ● Synesthesia ● What it is like to have synesthesia? ● Transduction ● Processing centers of the brain for senses Visual sensory system ● Retina ● Blind-spot ● Lens ● Accommodation of sight ● Nearsightedness v. farsightedness ● Rods v. cones (photoreceptor cells) ● Trichromatic theory of color ● Opponent-process theory of color ● Afterimages & ganglion cells ● Dichromatism v. monochromatism ● Prosopagnosia ● Blindsightness Auditory sensory system ● Wavelengths v. amplitudes & sound ● Place theory	○ Smithsonian article re: tears ○ Agron et al (2023) - tears & pheromones 1.3 The brain and behavior (National Standards alignment: Biological Pillar, Biological Bases of Behavior, Content Standard 1) ● Techniques to study the brain in relationship to behavior ○ HM case study (Milner, 1957)- MRI used to find location ○ Luby et al (2013)- MRI used to track the size of the hippocampus ○ Passamonti et al (2012)- fMRI to study effects of chemical messengers on brain activity ● Localization ○ HM case study (Milner, 1957)- MRI used to find location, missing hippocampus = amnesia ○ Clive Wearing case study, HSV-1 damaged hippocampus ○ SM case study (Feinstein, 2016)- amygdala’s role in generating fear for survival 1.4 Sleep is not on the IBEX 1.5 Sensation is not on the IBEX
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	• Volley theory • Frequency theory • Sound localization • Hearing difficulties- aging, conduction deafness, sensorineural deafness Chemical sensory systems • Olfactory bulbs • Pheromones • Gustation • Taste buds • Sweet, sour, salty, bitter, umami, oleogustus • Supertasters, medium tasters, nontasters Touch • Warm v. cold receptors • Gate control theory of pain • Phantom limb • Vestibular sense • Semicircular canals • Kinesthesia	
Unit 2 Cognition 11 days	2.1 Perception (National Standards alignment: Cognition Pillar, Perception, Content Standard 1) • Bottom-up v. top-down processing • Perceptual set • Gestalt principles - closure, figure-ground, proximity, similarity • Attention • Cocktail party effect • Blindness due to inattention • Binocular v. monocular depth cues • Retinal disparity • Convergence • Relative clarity, relative size, texture gradient, linear perspective, interposition 2.2 Thinking, problem solving, & decision making (National Standards alignment: Cognition Pillar, Cognition, Content Standard 2)	2.1 Perception is not on the IBEX 2.2a Cognitive processing: thinking & decision making (National Standards alignment: Cognition Pillar, Cognition, Content Standards 1 and 2) • History of cognitive psych • Dual processing model ○ Tversky & Kahneman (1974)- hospital questionnaire about babies born ○ Bechara et al (2000)- PFC helps regulate decisions with the system 2 processing 2.2b Biases in thinking & decision making (National Standards alignment: Cognition Pillar, Cognition, Content Standard 2) • Framing effect ○ Tversky & Kahneman (1974)- hospital questionnaire about babies born ○ Bechara et al (2000)- PFC helps regulate

	Standards 1 and 2) ● Prototype ● Schema ● Assimilation v. accommodation ● Algorithms ● Heuristics (representative v. availability) ● Mental set ● Functional fixedness ● Priming ● Framing effect ● Gambler's fallacy ● Sunk-cost fallacy ● Executive functions ● Creativity ● Divergent v. convergent thinking ● Confirmation bias ● Overconfidence ● Hindsight bias 2.3 Encoding, storing & retrieving memories (National Standards alignment: Cognition Pillar, Memory, Content Standard 1) ● Explicit v. implicit memory ● Episodic memory ● Semantic memory ● Prospective memory ● Long-term potentiation ● Working memory model (Baddeley Hitch) ● Phonological loop, central executive, visuospatial sketchpad ● Multi-store memory model (Atkinson-Shiffrin) ● Sensory, short-term, long-term memory stores ● Iconic v. echoic memory ● Automatic v. effortful processing ● Levels of processing ○ Deep v. shallow processing ● Structural, phonemic, semantic processing ● Mnemonic devices (method of loci) ● Improving encoding (chunking, categories, hierarchies)	○ decisions with the system 2 processing & impacts the framing effect ○ Stone et al (2010)- the basketball players framing effect ○ Cohen (1981)- librarian v. waitress framing effect ● Confirmation bias ○ Rosenhan (1973)- Psuedopatients ○ Temerlin (1978)- Labelling before diagnosis ○ Mendel et al (2011)- Psychiatrists confirming diagnosis 2.2c Cognitive processing: schemas (National Standards alignment: Cognition Pillar, Cognition, Content Standard 1) ● Cognitive schemas ○ Bransford & Johnson (1972)- washing experiment ○ Anderson & Pritchert (1978)- schema realtor v. robber ○ Stone et al (2010)- the basketball player study ○ Cohen (1981)- librarian v. waitress schema ● Cultural schemas ○ Bartlett (1932) 2.3a Cognitive processing: memory models (National Standards alignment: Cognition Pillar, Memory, Content Standard 1) ● Multi-store memory model (Atkinson-Shiffrin, 1968) ○ HM case study (Milner, 1957)-HM's inability to move memories into LTM ○ Peterson & Peterson (1959)- rehearsal interference ○ Glanzer & Cunitz (1966)- Serial position effect ● Working memory model (Baddeley & Hitch, 1974) ○ Craik & Lockhart (1972)- Levels of processing ○ Ward et al (2017) - cognitive load theory & smartphones reduce working memory ○ Rogers, Kuiper, Kirker (1977) - self-reference effect (levels of processing)
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	● Spacing effect ● Massed v. distributed practice ● Serial position effect (recency v. primacy) ● Maintenance rehearsal ● Elaborative rehearsal ● Highly superior autobiographical memory ● Retrograde v. anterograde amnesia ● Alzheimer's disease ● Infantile amnesia ● Recall v. recognition ● Context-dependent memory ● Mood-congruent memory ● State-dependent memory ● Testing-effect ● Metacognition 2.4 Forgetting & other memory challenges (National Standards alignment: Cognition Pillar, Memory, Content Standard 2) ● Forgetting curve ● Proactive v. retroactive interference ● Tip-of-the-tongue phenomenon ● Repression (defense mechanism) ● Source amnesia ● Misinformation effect ● Imagination inflation ● Elizabeth Loftus 2.5 Intelligence & achievement (National Standards alignment: Cognition Pillar, Intelligence, Content Standards 1-3) ● General ability (g) ● Intelligence quotient (IQ) ● Psychometric principles - standardization, validity, reliability ● Test-retest v. split-half reliability ● Stereotype effect ● Stereotype lift ● Flynn Effect ● Achievement tests	2.3b Reliability of memory (National Standards alignment: Cognition Pillar, Memory, Content Standard 2) ● Reconstructive memory ○ Loftus & Palmer (1974)- car crash experiment ○ Loftus & Pickrell (1995)- lost in a shopping mall ○ Shaw & Porter (2015)- false memory of committing a crime 2.3c Emotion & cognition (National Standards alignment: Cognition Pillar, Memory, Content Standard 2) ● Flashbulb memories ○ Brown & Kulik (1977)- origin of flashbulb memories with JFK assassination ○ Sharot et al (2007) - summer v. September and flashbulb memories ○ Neisser & Harsch (1992) - Challenger flashbulb ● Emotions and memory ○ Buchanan & Lovello (2001)- cortisol increases recall of emotionally arousing memories 2.4 Forgetting & other memory challenges is not on the IBEX 2.5 Intelligence & achievement is not on the IBEX; however, intelligence is addressed with genetics. ● Twin & kin studies ○ Bouchard (1990) - IQ and MZTs reared apart ○ Koenig (2009)- fMRI shows MZTs thinking similarly ○ Deary, Cox & Hill (2022)- genetics & intelligence
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	• Aptitude tests • Fixed mindset v. growth mindset	
Replication Project Be certain to explain the model/theory! 4 days- plus some additional embedded time	(National Standards alignment: Scientific Inquiry & Research Methods) • Ward et al (2017) - cognitive load theory & smartphones reduce working memory • Mueller & Oppenheimer (2014) - handwriting v. typing & memory • Rogers, Kuiper, Kirker (1977) - self-reference effect (levels of processing)	(National Standards alignment: Scientific Inquiry & Research Methods) • Kruger et al (2004) - effort heuristic • Bransford & Johnson (1972) - schema theory • Peterson & Peterson (1959) - multi-store memory model
Unit 3 Development & learning 13 days	3.1 Theories and methods in developmental psychology (National Standards alignment: Development and Learning Pillar, Life Span Development, Content Standard 1) • Cross-sectional v. longitudinal case studies • Nature v. nurture 3.2 Physical development (National Standards alignment: Development and Learning Pillar, Life Span Development, Content Standard 2) • Teratogens • Physical & psychological milestones prenatally • Fine v. gross motor coordination • Infant reflexes - rooting, Babinski • Visual cliff • Critical periods • Imprinting (non-human) • Adolescent growth spurt • Puberty • Primary v. secondary sex characteristics • Menarche v. spermatarche • Menopause 3.3 Gender & sexual orientation (National Standards alignment: Social and Personality Pillar, Multiculturalism and Gender, Content Standard 2) • Check out AP Classroom to see if there is more information	This is not an area that we will focus on in IB-SL psychology. For this unit, IB students will complete their internal assessments & revise B-app and C-app However, students can connect information to • Nature v. nurture • Ethics • Methodologies • Neural pruning • Therapeutic treatments using conditioning and modeling Studies of focus: • Squeglia, et al (2013)- neural pruning

	3.4 Cognitive development (National Standards alignment: Development and Learning Pillar, Life Span Development, Content Standard 2) • Jean Piaget’s cognitive theory of development - Sensorimotor, Pre-operational, Formal & Concrete operational stages • Object permanence • Mental symbols • Conservation • Reversibility • Animism • Egocentrism • Theory of Mind • Hypothetical thinking • Lev Vygotsky’s zone of proximal development • Scaffolding • Crystallized v. fluid intelligence • Dementia 3.5 Communication & language development (National Standards alignment: Development and Learning Pillar, Language, Content Standard 1) • Phonemes v. morphemes • Semantics • Grammar v. syntax • Manual gestures • Cooing, babbling, one-word stage, telegraphic speech • Overgeneralization of language 3.6 Social-emotional development (National Standards alignment: Development and Learning Pillar, Life Span Development, Content Standard 2) • Ecological systems theory - microsystem, mesosystem, exosystem, macrosystem, chronosystem • Parenting styles - authoritarian, authoritative, permissive • Attachment styles - secure v. insecure (avoidant, anxious, disorganized) • Temperament • Separation anxiety	
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- Attachment & monkeys (Harlow)
- Parallel play v. pretend play
- Imaginary audience
- Personal fable (teens)
- Social clock
- Adult attachment
- Erik Erikson's social development (trust v. mistrust, autonomy v. shame & doubt, initiative v. guilt, identity v. role confusion, intimacy v. isolation, generativity v. stagnation, integrity v. despair)
- Adverse Childhood Experiences (ACEs)
- Adolescent identity (achievement, diffusion, foreclosure, moratorium)

3.7 | Classical & operant conditioning

(National Standards alignment: Development and Learning Pillar, Learning, Content Standards 1 and 2)

- Behavioral perspective
- Acquisition
- Unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response
- Extinction
- Spontaneous recovery
- Stimulus discrimination c. generalization
- Higher-order conditioning
- Counter conditioning
- Taste aversions
- Biological preparedness
- Habituation
- Associated learning
- Law of Effect
- Reinforcement v. punishment
- Shaping
- Instinctive drift
- Superstitious behavior
- Learned helplessness
- Continuous v. partial reinforcement schedules
- Fixed v. variable

	- Interval v. ratio schedules 3.8 Social, cognitive, & neurological factors in learning (National Standards alignment: Development and Learning Pillar, Learning, Content Standard 3) - Vicarious learning - Models - Insight - Latent learning - Cognitive map	
Unit 4 Social psychology & personality 13 days	4.1 Attribution theory & person perceptions (National Standards alignment: Social and Personality Pillar, Social, Content Standard 1) - Dispositional v. situational attributes - Explanatory style - Biases of attributes: actor-observer bias, fundamental attribution error, self-serving bias - Locus of control - Mere exposure effect - Self-fulfilling prophecy - Social comparison (upward or downward) - Relative deprivation 4.2 Attitude formation & attitude change (National Standards alignment: Social and Personality Pillar, Social, Content Standards 1 and 2) - Stereotype - Prejudiced attitudes - Discriminatory behaviors - Implicit attitudes - Just-world phenomenon - Out-group homogeneity bias - In-group bias - Ethnocentrism - Belief perseverance - Cognitive dissonance 4.3 Psychology of social situations (National Standards alignment: Social and Personality Pillar, Social,	4.1 The individual and the group (National Standards alignment: Social and Personality Pillar, Social, Content Standard 2) - Social identity theory - Sheriff et al (1954)- formation of ingroups & outgroups, superordinant goals - Elliot (1968)- formation of ingroups & outgroups, elementary students - Tajfel (1971)- formation of ingroups & outgroups with art - Social cognitive theory - learning occurs through a dynamic interaction of personal factors, behavior & observation/imitation/modeling in the environment - Bandura (1986)- observe model=>expectancies of outcomes=>self efficacy=>identification with model - Mihalic & Elliot (1997)- children who witness martial violence are 3x more likely to become abusers - Sheridan et al (2011)- prosocial behavior with kindergarteners & Skillstream game - Conformity (Asch, 1955) - Berry (1967) - Inuit v. Temne conformity - Bond & Smith (1996)- individualistic v. collective & line test - Stereotypes (categorization v. generalization) - Stone et al (2010)- the basketball player study

	Content Standard 2) • Social norms • Social influence theory • Central v. peripheral routes of persuasion • Elaboration likelihood model • Halo effect • Foot-in-door v. Door-in-face • Conformity • Obedience • Individualism v. collectivism • Group polarization • Groupthink • Diffusion of responsibility • Social loafing • Deindividuation • Social facilitation • False consensus effect • Superordinate goals • Social traps • Industrial-organizational psychology • Altruism • Social reciprocity norm • Bystander effect 4.4 Psychodynamic & humanistic theories of personality (National Standards alignment: Social and Personality Pillar, Personality, Content Standard 1) • Id, ego, superego • Ego defense mechanisms- denial, displacement, projection, rationalization, reaction formation, regression, repression, sublimation • Projective tests- TAT, Rorschach • Unconditional positive regard • Self-actualization (not the hierarchy) 4.5 Social-cognitive & trait theories of personality (National Standards alignment: Social and Personality Pillar, Personality, Content Standard 1) • Social-cognitive theory	◦ Cohen (1981)- librarian v. waitress schema 4.2 Cultural origins of behavior & cognition (National Standards alignment: Social and Personality Pillar, Multiculturalism and Gender, Content Standard 1) • Cultural dimensions (Hofstede, 1980) ◦ Asch (1955) ◦ Berry (1967) - Inuit v. Temne conformity ◦ Bond & Smith (1996)- individualistic v. collective & line test ◦ Talhelm et al (2014) 4.3 Cultural influence on attitudes, identity & behaviors (National Standards alignment: Social and Personality Pillar, Multiculturalism and Gender, Content Standard 1) • Enculturation (cultural transmission) ◦ Berry (1967) - Inuit v. Temne conformity ◦ Bond & Smith (1996)- individualistic v. collective & line test • Acculturation (cultural blending) ◦ Berry's bidimensional model (1992) ◦ Lueck & Wilson (2010) 4.4 & 4.5 personality is not on the IBEX, except for • Bandura (1986)- observe model=>expectancies of outcomes=> self efficacy=>identification with model • Mihalic & Elliot (1997)- children who witness martial violence are 3x more likely to become abusers • Sheridan et al (2011)- prosocial behavior with kindergarteners & Skillstream game 4.6 Motivation is not on the IBEX 4.7 Emotion is in the cognitive approach with memory. 2.3c Emotion & cognition (National Standards alignment: Cognitive Pillar, Memory, Content Standard 2) • Flashbulb memories - Brown & Kulik (1977) ◦ Sharot et al (2007) - summer v. September
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	● Reciprocal determinism & personality ● Self-concept ● Self-esteem ● Big Five Theory (agreeableness, openness, conscientiousness, extroversion, emotional stability) ● Personality inventory 4.6 Motivation (National Standards alignment: Social and Personality Pillar, Motivation and Emotion, Content Standards 1-2) ● Drive-reduction theory ● Arousal theory ● Yerkes-Dodson law ● Self-determination theory ● Intrinsic v. extrinsic motivation ● Locus of control ● Instincts (non-human) ● Lewin's motivational conflicts (approach-approach....) ● Sensation-seeking theory (experience seeking, thrill, disinhibition, boredom susceptibility) ● Motivation to eat (ghrelin, leptin, hypothalamus - VMH/LH, social gatherings) ● Motivation of belonging 4.7 Emotion (National Standards alignment: Social and Personality Pillar, Motivation and Emotion, Content Standard 3-5) ● Early 20th century theories look at external, physical, and cognition ● Facial-feedback theory of emotion ● Cognitive appraisal of emotions ● Universal emotions- anger, disgust, happiness/joy, surprise, fear ● Display rules ● Elicitors for emotion	○ Neisser & Harsch (1992) - Challenger ● Talarico & Rubin (2003) - 9/11 & emotional response ○ Hirst et al (2009)
Unit 5 Mental & physical health	5.1 Health psychology (National Standards alignment: Mental and Physical Health Pillar, Health, Content Standard 1)	5.1 Health psychology is not on the SL IBEX 5.2 Positive psychology is not on the SL IBEX During this time, IB will revise SC-app

10 days	• Stress links to physical issues • Eutress v. distress • General adaptation syndrome (alarm, resistance, exhaustion) • Tend-and-befriend theory • Problem-focused coping • Emotion-focused coping • Meditation 5.2 Positive psychology (National Standards alignment: Mental and Physical Health Pillar, Health, Content Standard 2) • Resilience • Positive subjective experience • Well-being • Character strengths- wisdom, courage, humanity, justice, temperance, transcendence • Posttraumatic growth 5.3 Explaining & classifying disorders (National Standards alignment: Mental and Physical Health Pillar, Disorders, Content Standards 1, 2) • Diagnostic & statistical manual • International Classification of Mental Disorders • Eclectic approach & other approaches in diagnosing • Biopsychosocial model • Diathesis-stress model 5.4 Categories of disorders (National Standards alignment: Mental and Physical Health Pillar, Disorders, Content Standard 2) • Neurodevelopmental disorders • Attention-deficit hyperactivity disorder • Autism spectrum disorder • Schizophrenic spectrum disorder • Delusion • Hallucinations • Disorganized thinking • Word salad • Catatonia	5.3 Factors influencing diagnosis (National Standards alignment: Mental and Physical Health Pillar, Disorders, Content Standards 1, 2) • Normality v. Abnormality ◦ Rosenhan (1973)- Psuedopatients • Classification systems ◦ DSM-5TR v. ICD v. CCMD-3 • Clinical bias in diagnosis ◦ Rosenhan (1973)- Psuedopatients ◦ Temerlin (1978)- Labelling before diagnosis ◦ Mendel et al (2011)- Psychiatrists confirming diagnosis • Validity & reliability in diagnosis ◦ Rosenhan (1973)- Psuedopatients ◦ Temerlin (1978)- Labelling before diagnosis ◦ Mendel et al (2011)- Psychiatrists confirming diagnosis 5.4 Etiology of disorders (National Standards alignment: Mental and Physical Health Pillar, Disorders, Content Standard 1) • Biological explanations ◦ Karl et al (2006)- Meta- analysis of 50 studies using DSM-IV & MRIs, strong correlation (-0.28) btw PTSD diagnosis & reduced hippocampal volume ◦ Gilbertson et al (2002)- correlational study of 34 sets of MZ twins. One twin was a vet with PTSD, other did not have PTSD diagnosis or war trauma. Vets had average of 10% reduced hippocampal volume. Suggesting that hippocampal volume is a pre-existing risk factor for PTSD development. ◦ Urry et al (2006)- in fMRI, 19 non-PTSD participants exposed to emotional stimuli. Prompted to cognitive reappraise the images as increasing, decreasing, or attending. Negative correlation between vmPFC activity and
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	● Negative v. positive symptoms ● Dopamine hypothesis ● Prenatal virus exposure ● Depressive disorders ● Major depressive disorder ● Persistent depressive disorder ● Bipolar disorder ● Mania ● Anxiety disorders ● Specific Phobia ● Agoraphobia ● Panic disorder ● Ataque de nervios ● Taijin kyofusho ● Social anxiety disorder ● Generalized anxiety disorder ● Obsessive-compulsive disorder ● Hoarding disorder ● Dissociative disorders ● Dissociative amnesia (with & without fugue) ● Dissociative identity disorder ● Post-traumatic stress disorder ● Anorexia nervosa ● Bulimia nervosa ● Personality disorders (Cluster A, B & C) 5.5 Treatment of disorders (National Standards alignment: Mental and Physical Health Pillar, Therapies, Content Standards 1-2) ● Cultural humility ● Therapeutic alliance ● Decentralized therapy ● Ethics of therapy (nonmaleficence, fidelity, integrity, respect for rights & dignity) ● Free association ● Dream interpretation ● Cognitive restructuring ● Fear hierarchies	amygdala activation. Could explain the common finding of hypofunction and reduced volume or vmPFC in PTSD patients. ● Cognitive explanations- Appraisals ○ Urry et al (2006)- in fMRI, 19 non-PTSD participants exposed to emotional stimuli. Prompted to cognitive reappraise the images as increasing, decreasing, or attending. Negative correlation between vmPFC activity and amygdala activation. Could explain the common finding of hypofunction and reduced volume or vmPFC in PTSD patients. ○ Hitchcock et al (2015)- correlational research btw negative appraisals & dev of PTSD symp. Children (7-17yrs) in hospital for on-off traumatic event. Symptoms were measured with CAPS for children, negative appraisals measured with 25-item questionnaire. Slight, not statistically significant correlation between neg appraisals & PTSD symp after 6 mo. (May want to include Lazarus (1963) to discuss origin of research on cognitive appraisals). ● Sociocultural explanations- Socioeconomic status ○ Irish et al (2011)- Aim was to understand gender differences in dev of PTSD. Women were more at risk, but also found that differences in income had a significant effect on the risk of dev PTSD. ○ Garrison et al (1995)- 350 black, white, and Hispanic teens in FL after Hurricane Andrew (6 mo post-hurricane). Young women were 3x more likely to dev PTSD than men; higher levels of PTSD in black and Hispanic participants than white. Plus number of stressful events after the hurricane had stronger correlation with PTSD than during the hurricane- explained by difference is economic resources available o difference racial & SES groups.
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	• Systematic desensitization • Aversion therapy • Token economies • Biofeedback • Dialectical behavior therapy • Rational-emotive behavior therapy • Person-centered therapy • Active listening • Unconditional positive regard • Hypnosis • Antidepressants • Antianxiety drugs • Lithium • Antipsychotic drugs • Tardive dyskinesia • Lesioning • Transcranial magnetic stimulation • Electroconvulsive therapy • Lobotomy	○ Luby et al (2013)- MRIs measured correlations btw poverty, stress, and parenting styles & brain development. 145 children studied over 10 years. Positive correlation between lower SES & hippocampal volume & amygdala size. Also, more positive parent-child interactions (measured with waiting for gift while parents fill out survey) = higher hippocampal volume. • Prevalence rates ○ Steen et al (2020)- correlation between subjective social status and perceived stress in Danish teens. ○ Rahal et al (2019)- correlation between subjective social status and fear response on the Trier Social Stress Test. • 5.5 Treatment of disorders (National Standards alignment: Mental and Physical Health Pillar, Therapies, Content Standard 1) • Biological treatments • Psychological treatments • Culture and treatment
Exams	Section I - 75 multiple-choice in 90 minutes with 4 foils Section II- Free-response questions • Question 1: Article Analysis Question (AAQ) • Question 2: Evidence-Based Question (EBQ) Review Materials: • Quizlet for Psych Words • Quizlet for People	DAY 1 Paper 1a- 3 short answer responses on the B-app, C-app, and SC-app in 60 minutes. Paper 1b- 1 extended response answer on the B-app, C-app or SC-app (your choice) in 60 minutes. DAY 2 Paper 2- 1 extended response answer on Abnormal Psychology (your choice) in 60 minutes. Review Materials: • IBEX prompt review

2024-25 Daily pacing

[Curriculum breakdown](#) | [Daily pacing](#)

Note: This schedule is built for an A-day/B-day calendar with 85-minute block classes. Many days, the direct instruction is the same for the AP and IB students; however, the classroom activities may change based upon the examination students are preparing for. AP students also complete the internal assessment for IB, but with modifications- they prepare a simple experiment based upon a precedented study in groups of 3-4, conduct the experiment on 15+ participants, gather the data and determine the statistical significance. Instead of individually writing a scientific paper on their results, like the IBO requires, AP students prepare a presentation of their findings and give a “TED Talk” to the class. **Please see above for alignment to APA’s National Standards for High School Psychology Curricula.**

[September](#) | [October](#) | [November](#) | [December](#) | [January](#) | [February](#) | [March](#) | [April](#) | [May](#) | [June](#)

Dates	AP/IB Psych - NEW ORDER
First Quarter	
8/25 A 8/26 B	Introductions What is psychology? The approaches of psychology
8/27 A 8/28 B	Community Agreement The approaches practice
8/29 A 9/2 B	Ethics

9/3 A 9/4 B	Methods
9/5 A 9/8 B	Data interpretation & dice lab Unit 0 review
9/9 A 9/10 B	Unit 0 assessment Interaction of heredity and environment Bouchard's research & challenges of case studies (apply 0.1)
9/11 A 9/12 B	Overview of nervous & endocrine systems Neurotransmitters v. hormones Oxytocin AAQ
9/15 A 9/16 B	Central v. peripheral nervous system The neuron & neural firing Agonists v. antagonists reading
9/17 A 9/18 B	Excitatory v. inhibitory neurotransmitters Drugs & impacts on neurotransmission
9/19 A 9/22 B	1.1 & 1.2 quiz Localization with playdough brains & practice functions
9/23 PW 9/24 A 9/25 B	Plasticity & ways to study the brain

9/26 A 9/29 B	Melatonin reading & claims Sleep & sleep challenges studied with EEGs
9/30 A 10/1 B	1.3 Quiz AP: Dream theory & sensation IB: Techniques to study the brain
10/2 A 10/3 B	AP: Sensation basics, Visual & auditory sensory systems IB: Pheromones & behavior
10/6 A 10/7 B	AP: Chemical & touch sensory systems IB: Evolutionary approach to behavior & LeDoux
10/8 A 10/9 B	AP: Finish sensation information IB: Evolutionary approach practice & Paper 1a introduction
10/10 A 10/13 PW 10/14 B	AP: 1.4-1.5 Quiz IB: Paper 1a practice
10/15 A 10/16 B	Unit 1 test IB: Introduction to replication project- select topics and partners
10/17 A 10/20 W 10/21 B	Perception notes & activity
10/22 A 10/23 B-Q	Review Unit 1 test Perception review

	Thinking, problem-solving, & decision making
Second Quarter	
10/24 A 10/27 B	Biases in thinking, problem-solving, & decision making
10/28 A 10/29 B	Introduction to memory Models of memory activity
10/30 A 10/31 B	Unit 2.1-2.2 Quiz Challenges of storing & retrieving memories
11/3 A 11/4 W 11/5 B	Forgetting & memory challenges IB: Replication project proposal time
11/6 A 11/7 B	AP: Memory AAQ IB: Memory Paper 1b
11/10 A 11/11 H 11/12 B	2.3-2.4 quiz Intelligence
11/13 A 11/14 B	AP: Intelligence & psychometric principles IB: Intelligence- nature v. nurture

11/17 A 11/18 B	Unit 2 test IB: Internal assessment- research and APA formatting
11/19 A 11/20 B	AP: Basics of the EBQ IB: Internal assessment- complete methods & ethics
11/21 A 11/24 B	AP: Themes & methods in developmental psychology IB: Internal assessment- experimental trials & IRB
11/25 A  12/1 B	AP: Physical development notes & timeline IB: Internal assessment- conducting the experiment
12/2 A 12/3 B	AP: Gender & sexual orientation IB: Internal assessment- conducting the experiment
12/4 A 12/5 B	AP: Cognitive development: Piaget & theory of mind IB: Cognitive approach review & cognitive etiology of disorders
12/8 A 12/9 B	AP: Cognitive development: Vygotsky & cognition across the lifespan Piaget EBQ practice IB: Internal assessment- experimental data due
12/10 A 12/11 B	AP: Developmental application IB: Internal assessment- results
12/12 A 12/15 B	3.1 -3.3 quiz AP: Communication & language development IB: Internal assessment- discussion

12/16 A 12/17 B	AP: Social-emotional development IB: Internal assessment- writing day
12/18 A 12/19 B	AP: Social-emotional development IB: Internal assessment- peer editing
1/2 W 1/5 A 1/6 B	AP: Marcia's identity notes & activity IB: Internal assessment- peer editing
1/7 A 1/8 B	AP: Impact of play IB: Internal assessment- due date
1/9 A 1/12 B	AP: 3.4-3.6 quiz IB: Biological approach review
1/13 A 1/14 B	Adverse childhood experiences and resilience worksheet <i>Luby et al</i>
1/15 A 1/16 B	AP: Classical conditioning IB: Biological approach review & biological explanations for disorders
1/19 H 1/20 A 1/21 B	AP: Operant conditioning IB: Biological approach review & biological explanations for disorders
1/22 A 1/23 B-Q	Factors in learning Bandura AAQ

Third Quarter	
1/26 PW 1/27 A 1/28 B	AP: 3.7-3.8 Quiz & review Bandura AAQ IB: Reading for sociocultural approach
1/29 A 1/30 B	AP: Review Unit 3 IB: Cultural origins of behavior
2/2 A 2/3 B	Unit 3 test
2/4 A 2/5 B	Intro to sociocultural psychology
2/6 A 2/9 B	Attribution theory & personal perceptions
2/10 A 2/11 B	Attitude formation Attitudes & persuasions
2/12 A 2/13 B	4.1-4.2 Quiz Social situations
2/16 W 2/17 A 2/18 B	AP: Social psychology EBQ IB: Cultural dimensions & Hofstede

2/19 A 2/20 B	Cultural influences on attitudes, identities, & behavior.
2/23 A 2/24 B	4.3 Quiz AP: Psychodynamic theories of personality IB: Social cognitive theories
2/25 A 2/26 B	AP: Humanistic theories of personality IB: Social identity theory & Paper 1b
2/27 A 3/2 B	Social cognition & trait theories of personality IB: Sociocultural revision & sociocultural explanations of disorders
3/3 PW 3/4 A 3/5 B	AP: 4.4-4.5 Quiz AP: Motivation notes IB: Paper 1a practice with the 3 approaches
3/6 A 3/9 B	AP: Motivation & increasing your sense of belonging IB: Practice Paper 1b (all three approaches)
3/10 A 3/11 B	AP: Emotions notes IB: Paper 1b for interaction between emotions and one cognitive function
3/12 A 3/13 B	AP: Wrap up emotions & review Unit 4 IB: Review Sociocultural
3/16 A 3/17 B 🍀	Unit 4 test

3/18 A 3/19 B 3/20 W	Stress & health notes Study preparations for the AP & IB exams
3/23 A 3/24 B	Stress & health Coping AAQ
3/25 A 3/26 B	AP: Positive psychology IB: writing practice
3/27 A-Q Spring Brk 4/7 B	AP: Positive psychology IB: writing practice
Fourth Quarter	
4/8 A 4/9 B	5.1 & 5.2 quiz Explaining & classifying disorders: Normal v. abnormal
4/10 A 4/13 B	Classification systems: bias, validity, & reliability Introduce final project for after exams
4/14 A 4/15 B	5.3 quiz Rosenhan reading Categories of disorders IB: Etiology of disorders

4/16 A 4/17 B	Categories of disorders
4/20 A 4/21 B	Treatment of disorders
4/22 A 4/23 B	5.4 Quiz Treatment of disorders
4/24 A 4/27 B	AP: Mental health conditions in the United States v. Globally IB: Paper 2 writing for Abnormal Psychology option
4/28 A 4/29 B	Unit 5 Test
4/30 A 5/1 W 5/4 B	Review
5/5 A 5/6 B	5/6/26- IB Psych Paper 1 Review
5/7 A 5/8 B	5/7/26- IBEX- Paper 2 (Paper 3 for HL) Review
5/11 A 5/12 B	Review

5/13 A 5/14 B	Review
5/15 A 5/18 B	Project time
5/19 A 5/20 B	Project time
5/21 A 5/22 B	Project due Presentations
5/25 H 5/26 A 5/27 B	Project presentations
5/28 A	Review
5/29-6/10	Final Exams