AP Psychology Curriculum

Michelle Williams

Unit 1: Psychology’s History and Approaches September

What is Psychology?

 1-1: Describe the evolution of scientific psychology from its early pioneers to

 contemporary concerns

 1-2: Describe the evolution of psychology as defined from the 1920’s through

 today.

Contemporary Psychology

 1-3: Summarize the nature-nurture debate in psychology, and describe the

 principle of natural selection

 1-4: Identify the three main levels of analysis in the biopsychosocial

 approach, and explain why psychology’s varied perspectives are

 complementary

 1-5: Identify some of psychology’s subfields, and explain the difference

 between clinical psychology and psychiatry

Tips for Studying Psychology

 1-6: Describe several effective study techniques

Unit 2: Research Methods: Thinking Critically with Psychological Science September

The Need for Psychological Science

 2-1: Define hindsight bias and explain how overconfidence contaminates our

 everyday judgments.

 2-2: Explain how the scientific attitude encourages critical thinking.

How Do Psychologists Ask and Answer Questions?

 2-3: Describe how psychological theories guide scientific research.

 2-4: Compare and contrast case studies, surveys, and naturalistic observation

 explain the importance of random sampling

 2.5: Describe positive and negative correlations, and explain how

correlational measures can aid the process of prediction but not

provide evidence of cause-effect relationships.

 2.6: Describe how people form illusory correlations, and explain the human

 tendency to perceive order in random sequences.

 2.7: Explain how experiments help researchers isolate cause and effect,

 focusing on the characteristics of experimentation that make this

 possible

Statistical Reasoning in Everyday Life

 2.8: Discuss the importance of statistical principles, and explain how data

 may be depicted graphically

 2.9: Describe the three measures of central tendency, and tell which is most

 affected by extreme scores

 2.10: Describe two measures of variation

 2.11: Identify three principles for making generalizations from samples

 2.12: Explain how psychologists decide whether differences are meaningful

Frequently Asked Questions About Psychology

 2.13: Explain the value of simplified laboratory conditions in discovering

 general principles of behavior

 2.14: Discuss whether psychological research can be generalized across

 cultures and genders

 2.15: Explain why psychologists study animals, and discuss the ethics of

 experimentation with both animals and humans

 2.16: Describe how personal values can influence psychologists’ research and

 its application, and discuss psychology’s potential to manipulate

 people

Unit 3: Biological Bases of Behavior - September/

3A: Neural Processing and the Endocrine System October

Introduction

3A.1: Explain why psychologists are concerned with human biology, and

 describe the ill-fated phrenology theory

Neural Communication

 3A.2: Describe the parts of a neuron, and explain how its impulses are

 generated

 3A.3: Describe how nerve cells communicate

 3A.4: Describe how neurotransmitters influence behavior, and explain how

 drugs and other chemicals affect neurotransmission

The Nervous System

 3A.5: Identify the two major divisions of the nervous system, and describe

 their basic functions

The Endocrine System

 3A.6: Describe the nature and functions of the endocrine system and its

 interaction with the nervous system

3B: The Brain October

Introducing the Brain and The Tools of Discovery

 3B.1: Describe several techniques for studying the brain

Older Brain Structures

 3B. 2: Describe the components of the brainstem, and summarize the

 functions of the brainstem, thalamus, and cerebellum

 3B.3: Describe the structure and functions of the limbic system, and

 explain how one of these structures controls the pituitary gland

The Cerebral Cortex

 3B.4: Describe the structure of the cerebral cortex, and explain the various

 functions of the four lobes

 3B.5: Summarize some of the findings on the functions of the motor cortex

 and the sensory cortex, and discuss the importance of the association

 areas

 3B.6: Identify the brain areas involved in language, and explain how these

 areas coordinate to produce speech

 3B.7: Discuss the brain’s plasticity following injury or illness

Our Divided Brain

 3B.8: Describe split-brain research, and explain how it helps us understand

 the functions of our left and right hemispheres

Right-Left Differences in the Intact Brain

 3B.9: Describe the distinct functions of the brain’s two hemispheres, and

 discuss research findings on brain organization and handedness

The Brain and Consciousness

 3B.10: Describe research that leads cognitive neuroscientists to infer how the

 brain’s dual-processing affects our perception, memory, and attitudes

 on conscious and unconscious levels

3C – Genetics, Evolutionary Psychology, and Behavior October

Behavior Genetics: Predicting Individual Differences

 3C.1: Identify the types of questions that interest behavior geneticists, and

 describe the elements of heredity: chromosome, DNA, genes, and

 genome

 3C.2: Describe how twin and adoption studies help us differentiate

 hereditary and environmental influences on human behavior

 3C.3: Explain what is meant by heritability, and give examples of the

 interaction of gene and environment on specific traits

3C.4: Identify the potential uses of molecular genetics research

Evolutionary Psychology: Understanding Human Nature

 3C.5: Describe the area of psychology that interests evolutionary

 psychologists, and point out some possible effects of natural

 selection in the development of human characteristics

 3C.6: Identify some gender differences in sexuality and mating preferences,

 and describe evolutionary explanations for those differences

 3C.7: Summarize the criticisms of evolutionary explanation of human

 behaviors, and describe the evolutionary psychologists’ responses to

 those criticisms

Reflections on Nature and Nurture

 3C.8: Discuss some of the ways heredity and environment interact to both

 “control” who we are and allow us to become who we want to be

Unit 4: Sensation and Perception November

Sensing the World: Some Basic Principles

4.1: Contrast sensation and perception, and explain the difference between

 bottom-up and top-down processing

 4.2: Discuss how our perceptions are directed and limited by selective

attention, noting how we may or may not be affected by unattended

stimuli

 4.3: Distinguish between absolute and difference thresholds, and discuss

 whether we can sense and be affected by subliminal or unchanging

stimuli

Vision

 4.4: Describe the characteristics of visible light, and explain the process by

 which the eye converts light energy into neural messages

 4.5: Discuss the different levels of processing that occur as information

 travels from the retina to the brain’s cortex

 4.6: Define parallel processing, and discuss its role in visual information

 processing

 4.7: Explain how the Young-Hemholtz and opponent-process theories help

 us understand color vision

Hearing

 4.8: Describe the auditory process, including the stimulus input and the

 structure and function of the ear

 4.9: Contrast place and frequency theories, and explain how they help us to

 understand pitch and perception

 4.10: Describe how we pinpoint sounds, and contrast the two types of

 hearing loss

 4.11: Describe how cochlear implants function, and explain why Deaf culture

 advocates object to these devices

Other Senses

4.12: Describe the senses of touch, and distinguish between kinesthesis and

 the vestibular sense

4.13: State the purpose of pain, and describe the biopsychosocial approach

 to pain

4.14: Describe the senses of taste and smell, and comment on the nature of

 sensory interaction

Perceptual Organization

 4.15: Describe Gestalt psychology’s contribution to our understanding of

 perception, and identifying principles of perceptual grouping in form

 perception

 4.16: Explain the binocular and monocular cues we use to perceive depth

 4.17: State the basic assumptions we make in our perception of motion, and

 explain how these perceptions can be deceiving

 4.18: Explain how perceptual constancies help us to organize out sensations

 into meaningful perceptions

Perceptual Interpretation

 4.19: Describe the contributions of restored vision, sensory deprivation, and

 perceptual adaptation research to our understanding of the nature-

 nurture interplay in our perception

 4.20: Define perceptual set, and explain why the same stimulus can evoke

 different perceptions in different contexts

Is There Extrasensory Perception?

 4.21: Identify the three most testable forms of ESP, and explain why most

 research psychologists remain skeptical of ESP claims

Unit 5: States of Consciousness November

Introduction

 5.1: Discuss the significance of consciousness in the history of psychology

Sleep and Dreams

 5.2: Describe the cycle of our circadian rhythm, and identify some events that

 can disrupt this biological clock

 5.3: List the stages of the sleep cycle, and explain how they differ

 5.4: Describe individual differenced in sleep duration and the effects of sleep

 loss, noting five reasons that we need sleep

 5.5: Identify major sleep disorders

 5.6: Describe the most common content of dreams, and compare the five

 major perspectives on why we dream.

Hypnosis

 5.7: Discuss the characteristics of people who are susceptible to hypnosis,

 and evaluate claims that hypnosis can influence people’s memory,

 will, health, and perception of pain

 5.8: Give arguments for and against hypnosis as an altered state of

 consciousness

Drugs and Consciousness

 5.9: Discuss the nature of drug dependence and addiction, and identify three

 common misconceptions about addiction

 5.10: Explain how depressants affect nervous system activity and behavior,

 and summarize the findings on alcohol use and abuse

 5.11: Identify the major stimulants, and explain how they affect neural

 activity and behavior

 5.12: Describe the physiological and psychological effects of hallucinogens,

 and summarize the effects of LSD and marijuana

 5.13: Discuss the biological, psychological, and social-cultural factors that

 contribute to drug use

Unit 6: Learning December

Introduction

 6.1: Define learning, and identify three forms of learning

How Do We Learn?

 6.2: Describe how we learn, and explain habituation

Classical Conditioning

 6.3: Define classical conditioning and behaviorism, and describe the basic

 components of classical conditioning

 6.4: Summarize the process and adaptive value of acquisition, higher-order

 conditioning, extinction, spontaneous recovery, generalization, and

 discrimination

 6.5: Discuss the importance of cognitive processes and biological

 predispositions in classical conditioning

 6.6: Summarize Pavlov’s contribution to our understanding of learning and to

 improvements in human health and well-being

Operant Conditioning

 6.7: Identify the two major characteristics that distinguish classical

 conditioning from operant conditioning

 6.8: Describe the process of operant conditioning, including the shaping

 procedure

 6.9: Identify the different types of reinforcers, and describe the major

 schedules of partial reinforcement

 6.10: Discuss how punishment and negative reinforcement differ, and list

 some drawbacks of punishment as a behavior-control technique

 6.11: Explain the importance of cognitive processes and biological

 predispositions in operant conditioning

 6.12: Describe the controversy over Skinner’s views of human behavior, and

 identify some ways to apply operant conditioning principles at school,

 in sports, at work, and at home

 6.13: Identify the major similarities and differences between classical and

 operant conditioning

Learning by Observation

 6.14: Describe the process of observational learning and Bandura’s findings

 on what determines whether we will imitate a model

 6.15: Discuss the impact of prosocial modeling and the relationship between

 watching violent TV and antisocial behavior

Unit 7: Cognition

7A: Memory January

The Phenomenon of Memory and Information Processing

7A.1: Describe Atkinson-Shiffrin’s classic three-stage processing model of

 memory, and explain how the concept of working memory clarifies

 the processing that occurs in short-term memory

7A.2: Describe the types of information we encode automatically, and

 contrast effortful processing with automatic processing, giving

 examples of each

7A.3: Compare the benefits of visual, acoustic, and semantic encoding in

 remembering verbal information, and describe some memory-

 enhancing encoding strategies

7A.4: Contrast two types of sensory memory, and describe the duration and

 capacity of working/short-term memory

7A.5: Describe the capacity and duration of long-term memory, and discuss

 the biological changes that may underlie memory formation and

 storage

7A.6: Distinguish between implicit and explicit memory, and identify the

 main brain structure associated with each

7A.7: Contrast the recall, recognition, and relearning measures of memory,

 and explain how retrieval cues help us access stored memories

7A.8: Describe the impact of environmental contexts and internal emotional

 states on retrieval

Forgetting

 7A.9: Explain why we should value our ability to forget, and discuss the roles

 of encoding failure and storage decay in the process of forgetting

 7A.10: Explain what is meant by retrieval failure, and discuss the effects of

 interference and motivated forgetting on retrieval

 7A.11: Explain how misinformation, imagination and source amnesia can

 distort out memory of an event, and discuss why it is difficult to

 distinguish between true and false memories

 7A.12: Discuss whether young children’s eyewitness reports are reliable and

 the controversy over reports of repressed and recovered memories

 7A.13: Explain how an understanding of memory can contribute to effective

 study techniques

7B: Thinking, Problem Solving, Creativity, and Language January

Thinking

 7B.1: Define cognition, and describe the roles of categories, hierarchies,

 definitions, and prototypes in concept formation

 7B. 2: Compare algorithms, heuristics, and insight as problem-solving

 strategies, and identify the factors associated with creativity

 7B.3: Explain how confirmation bias and fixation can interfere with effective

 problem solving

 7B.4: Explain how the representativeness and availability heuristics can

 cause us to underestimate or ignore important information and

 describe the drawbacks and advantages of overconfidence in decision

 making

 7B.5: Describe the effects that belief perseverance, intuition, and framing can

 have on our judgments and decision making

Language

 7B.6: Describe the basic structural units of a language, including the rules

 that enable us to communicate meaning

 7B.7: Trace the course of language acquisition from the babbling stage

 through the two-word stage

 7B.8: Discuss Skinner’s and Chomsky’s contributions to the nature-nurture

 debate over how children acquire language, and explain why

 statistical learning and critical periods are important concepts in

 children’s language learning

 7B.9: Discuss Whorf’s linguistic determinism hypothesis in relation to

 current views regarding thinking and language, and describe the value

 of thinking in images

Unit 8: Motivation and Emotion

8A: Motivation February

Motivational Concepts

 8A.1: Define motivation as psychologists use them today, and identify four

 perspectives useful for studying motivated behavior

 8A.2: Describe Maslow’s hierarchy of needs

Hunger

 8A.3: Describe the physiological determinants of hunger

 8A.4: Discuss psychological, cultural, and situational influences on hunger

 and eating

 8A.5: Explain how the eating disorders demonstrate the influence of

 psychological forces on physiologically motivated behavior

 8A.6: Describe research findings on obesity and weight control

Sexual Motivation

 8A.7: Describe the human sexual response cycle, and discuss the impact of

 hormones on sexual motivation and behavior

 8A.8: Discuss the impact of external stimuli and fantasies on sexual

 motivation and behavior

 8A.9: Discuss some of the factors that influence adolescent sexual behavior,

 and describe trends in the spread of sexually transmitted infections

 8A.10: Summarize current views on the number of people whose sexual

 orientation is homosexual, and discuss the research on environmental

 and biological influences on sexual orientation

The Need to Belong

 8A.11: Describe the adaptive nature of social attachments, and discuss both

 healthy and unhealthy consequences of our need to belong

8B- Emotions, Stress, and Health February

Theories of Emotion

 8B.1: Identify the three components of emotion, and contrast the James-

 Lange, Cannon-Bard, and two-factor theories of emotion

Embodied Emotion

 8B.2: Describe the physiological changes that occur during emotional

 arousal, and discuss the relationship between arousal and

 performance

 8B.3: Describe the relationship between physiological states and specific

 emotions, and discuss the effectiveness of the polygraph in detecting

 lies

 8B.4: Explain the role of cognition in emotion, and discuss how neurological

 processes may enable us to experience some emotions prior to

 conscious thought

Expressed Emotion

 8B.5: Describe our ability to perceive and communicate emotions

 nonverbally, and discuss gender differences in this capacity

 8B.6: Discuss the culture-specific and culturally universal aspects of

 emotional expression, and describe the effects of facial expressions on

 emotional experience

Experienced Emotion

 8B.7: Name several basic emotions, and describe two dimensions

 psychologists use to differentiate emotions

 8B.8: State two ways we learn our fears, and discuss some biological

 components of fear

 8B.9: Identify some common causes and consequences of anger, and assess

 the catharsis hypothesis

 8B.10: Identify some potential causes and consequences of happiness, and

 describe two psychological phenomena that help explain the

 relatively short duration of emotions

Stress and Health

 8B.11: Identify the role of health psychologists in studying the effects of

 stress on health and illness, and discuss the concept of stress as a

 process that involves cognitive appraisal

8B.12: Describe the biology of the fight-or-flight response as well as the

 physical characteristic and phases of the general adaptation syndrome

8B.13: Discuss the health consequences of catastrophes, significant life

 changes, and daily hassles

8B.14: Discuss the role of stress in causing coronary heart disease, and

 contrast Type A and Type B personalities

8B.15: Define psychophysiological illness, and describe the effects of stress

 on immune system functioning, including its role in the progression of

 AIDS and cancer

Unit 10: Personality February

Introduction and The Psychoanalytic Perspective

 10.1: Define personality, and explain how Freud’s treatment of psychological

 disorders led to his study of the unconscious mind

 10.2: Describe Freud’s view of personality structure in terms of the id, ego,

 and superego

 10.3: Identify Freud’s psychosexual stages of development, and describe the

 effects of fixation on behavior

 10.4: Discuss how defense mechanisms serve to protect the individual from

 anxiety

 10.5: Contrast the views of the neo-Freudians and psychodynamic theorists

 with Freud’s original theory

 10.6: Describe two projective tests used to assess personality, and discuss

 some criticisms of them

 10.7: Summarize psychology’s current assessment of Freud’s theory of

 psychoanalysis, including its portrayal of the unconscious

Humanistic Perspective

 10.8: Describe the humanistic perspective in terms of Maslow’s focus on self-

 actualization and Rogers’ emphasis on people’s potential for growth

 10.9: Explain how humanistic psychologists assessed personality, and

 discuss the major criticisms of the humanistic perspective on

 personality

The Trait Perspective

 10.10: Discuss psychologists’ interests in personality types, and describe

 research efforts to identify fundamental personality traits

 10.11: Discuss the value of using personality inventories to assess traits, and

 identify the Big Five trait dimensions

 10.12: Summarize the person-situation controversy, and explain its

 importance as a commentary on the trait perspective

The Social-Cognitive Perspective

 10.13: Describe the social-cognitive perspective, and discuss the important

 consequences of personal control and optimism

 10.14: Explain why social-cognitive researchers assess behavior in realistic

 situations, and state the major criticism of the social-cognitive

 perspective

Exploring the Self

 10.15: Explain why psychology has generated so much research on the self,

 and discuss the importance of self-esteem to human well-being

 10.16: Discuss some evidence for self-serving bias, and contrast defensive

 and secure self-esteem

 10.17: Identify some ways a primarily individualist culture differs from a

 primarily collectivist culture

Unit 11: Testing and Individual Differences March

What is Intelligence?

 11.1: Discuss the difficulty of defining intelligence, and explain what it means

 to reify intelligence

 11.2: Present arguments for and against considering intelligence as one

 general mental ability

 11.3: Compare Gardner’s and Sternberg’s theories of intelligence

 11.4: Describe the four aspects of emotional intelligence, and discuss

 criticisms of this concept

 11.5: Describe the relationship between intelligence and brain anatomy

 11.6: Discuss findings on the correlations among perceptual speed, neural

 processing speed, and intelligence

Assessing Intelligence

 11.7: Discuss the history of intelligence testing

 11.8: Distinguished between aptitude and achievement tests, and describe

 modern tests of mental abilities such as the WAIS

 11.9: Discuss the importance of standardizing psychological tests, and

 describe the distribution of scores in a normal curve

 11.10: Explain the meanings of reliability and validity in terms of test

 construction, and describe two types of validity

The Dynamics of Intelligence

 11.11: Describe the stability of intelligence scores over the life span

 11.12: Describe the two extremes of the normal distribution of intelligence

Genetics and Environmental Influences on Intelligence

 11.13: Discuss the evidence for the genetic contribution to individual

 intelligence, and explain what psychologists mean by the heritability

 of intelligence

 11.14: Discuss the evidence for environmental influences on individual

 intelligence

 11.15: Describe gender differences in abilities

 11.16: Describe ethnic similarities and differences in intelligence test scores,

 and discuss some genetic and environmental factors that might

 explain them

 11.17: Discuss whether intelligence tests are biased, and describe the

 stereotype threat phenomenon

Unit 12: Abnormal Psychology March

Perspectives on Psychological Disorders

 12.1: Identify the criteria for judging whether behavior is psychologically

 disordered, and discuss the controversy over the diagnosis of

 attention-deficit hyperactivity disorder

 12.2: Contrast the medical model of psychological disorders with the

 biopsychosocial approach to disordered behavior

 12.3: Describe the goals and content of the DSM-IV-TR, and discuss the

 potential dangers and benefits of using diagnostic labels

Anxiety Disorders

 12.4: Define anxiety disorders, and contrast the symptoms of generalized

 anxiety disorder and panic disorder

 12.5: Explain how a phobia differs from the fears we all experience

 12.6: Describe the symptoms of obsessive-compulsive disorder

 12.7: Describe the symptoms of post-traumatic stress disorder, and discuss

 survivor resiliency

 12.8: Discuss the contributions of the learning and biological perspectives to

 understanding the development of anxiety disorders

Somatoform Disorders

 12.9: Describe somatoform disorders, and explain how the symptoms differ

 from other physical symptoms

Dissociative Disorders

 12.10: Describe the symptoms of dissociative disorders

 12.11: Define dissociative identity disorder, and discuss the controversy

 regarding its diagnosis

Mood Disorders

 12.12: Define mood disorders, and contrast major depressive disorder and

 bipolar disorder

 12.13: Explain the development of mood disorders, paying attention to the

 biological and social-cognitive perspectives

Schizophrenia

 12.14: Describe the symptoms of schizophrenia, and differentiate delusions

 and hallucinations

 12.15: Distinguish the five subtypes of schizophrenia, and contrast chronic

 and acute schizophrenia

 12.16: Outline some abnormal brain chemistry, functions, and structures

 associated with schizophrenia, and discuss the possible link between

 prenatal viral infections and schizophrenia

 12.17: Discuss the evidence for a genetic contribution to the development of

 schizophrenia, and describe some psychological factors that may be

 early warning signs of schizophrenia in children

Personality Disorders

 12.18: Contrast the three clusters of personality disorders, and describe the

 behaviors and brain activity associated with antisocial personality

 disorder

Rates of psychological Disorders

 12.19: Discuss the prevalence of psychological disorders, and summarize the

 findings on the link between poverty and serious psychological

 disorders

Unit 13: Treatment of Psychological Disorders March/

Introduction April

 13.1: Discuss how psychotherapy, biomedical therapy, and an eclectic

 approach to therapy differ

The Psychological Therapies

 13.2: Define psychoanalysis, and discuss the aims, methods, and criticisms of

 this form of therapy

 13.3: Contrast psychodynamic therapy and interpersonal therapy with

 traditional psychoanalysis

 13.4: Identify the basic characteristics of the humanistic therapies, and

 describe the specific goals and techniques of Carl Rogers’ client-

 centered therapy

 13.5: Explain how the basic assumption of behavior therapy differs from

 those of traditional psychoanalytic and humanistic therapies, and

 describe the techniques used in exposure therapies and aversive

 conditioning

 13.6: State the main premise of therapy based on operant conditioning

 principles, and describe the views of proponents and critics of

 behavior modification

 13.7: Contrast cognitive therapy and cognitive-behavioral therapy, and give

 some examples of cognitive therapy for depression

 13.8: Discuss the rationale and benefits of group therapy, including family

 therapy

Evaluating Psychotherapies

 13.9: Explain why clients and clinicians tend to overestimate the

 effectiveness of psychotherapy, and describe two phenomena that

 contribute to clients’ and clinicians’ misperceptions in this area

 13.10: Discuss some of the findings of outcome studies in judging the

 effectiveness of psychotherapies, and describe which psychotherapies

 are most effective for specific disorders

 13.11: Evaluate the effectiveness of eye movement desensitization and

 reprocessing (EMIR) and light exposure therapies

 13.12: Describe the three benefits attributed to all psychotherapies

 13.13: Discuss the role of values and cultural differences in the therapeutic

 process, and identify some guidelines for selecting a therapist

The Biomedical Therapies

 13.14: Define psychopharmacology, and explain how double-blind studies

 help researchers evaluate a drug’s effectiveness

 13.15: Describe the characteristics of antipsychotic, antianxiety,

 antidepressant, and mood-stabilizing drugs, and discuss their use in

 treating psychological disorders

 13.16: Describe the use of brain stimulation techniques and psychosurgery in

 treating specific disorders

 13.17: Explain how therapeutic life-style change reflects the idea that

 humans are integrated biopsychosocial systems

 13.18: Explain the rationale of preventive mental health programs

Unit 14: Social Psychology April

Social Thinking

14.1: Describe the three main focuses of social psychology, and explain how

 the fundamental attribution error impacts our judgment of others

14.2: Define attitude, and explain how attitudes and actions affect each other

Social Influence

14.3: Describe the chameleon effect, and discuss Asch’s experiments on

 conformity, noting the difference between normative and

 informational social influence

14.4: Describe Milgram’s experiments on obedience, and explain how the

 conformity and obedience studies can help us understand our

 susceptibility to social influence

14.5: Describe the conditions in which the presence of others is likely to

 result in social facilitation, social loafing, or deindividuation

14.6: Discuss how group interaction can facilitate group polarization and

 groupthink

14.7: Describe how behavior is influenced by cultural norms

14.8: Identify the characteristic common to minority positions that

 successfully sway majorities

Social Relations

 14.9: Identify the three components of prejudice, and contrast overt and

 subtle forms of prejudice

 14.10: Discuss the social factors that contribute to prejudice, and explain how

 scapegoating illustrates the emotional component of prejudice

 14.11: Cite three ways that cognitive processes help create and maintain

 prejudice

 14.12: Explain how psychology’s definition of aggression differs from

 everyday usage, and describe various biological influences on

 aggression

 14.13: Outline psychological and social-cultural triggers of aggression, noting

 the relationship between violent video games and aggressive behavior

 14.14: Describe the influence of proximity, physical attractiveness, and

 similarity on interpersonal attraction

 14.15: Describe the effect of physical arousal on passionate live, and identify

 two predictors of enduring companionate love

 14.16: Define altruism, and describe the steps in the decision-making process

 involved in bystander intervention

 14.17: Explain altruism from the perspective of social exchange theory and

 social norms

 14.18: Explain how social traps and mirror-image perceptions fuel social

 conflict, and discuss effective ways of encouraging peaceful

 cooperation and reducing social conflict

AP Test in May – After AP Test: Complete Appendix A-C in textbook