

- PS 1 Students will recognize how philosophical and physiological perspectives shaped the development of psychological thought. ([AP Psychology Framework](#))
- PS 2 Students will describe and compare different theoretical approaches in explaining behavior: — structuralism, functionalism, and behaviorism in the early years; — Gestalt, psychoanalytic/psychodynamic, and humanism emerging later; — evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches. ([AP Psychology Framework](#))
- PS 3 Students will recognize the strengths and limitations of applying theories to explain behavior. ([AP Psychology Framework](#))
- PS 4 Students will distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social). ([AP Psychology Framework](#))
- PS 5 Students will identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt). ([AP Psychology Framework](#))
- PS 6 Students will differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses. ([AP Psychology Framework](#))
- PS 7 Students will 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). ([AP Psychology Framework](#))
- PS 8 Students will identify independent, dependent, confounding, and control variables in experimental designs. ([AP Psychology Framework](#))
- PS 9 Students will distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys. ([AP Psychology Framework](#))

- PS 10 Students will predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions). ([AP Psychology Framework](#))
- PS 11 Students will distinguish the purposes of descriptive statistics and inferential statistics. ([AP Psychology Framework](#))
- PS 12 Students will apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation). ([AP Psychology Framework](#))
- PS 13 Students will discuss the value of reliance on operational definitions and measurement in behavioral research. ([AP Psychology Framework](#))
- PS 14 Students will identify how ethical issues inform and constrain research practices. ([AP Psychology Framework](#))
- PS 15 Students will describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice. ([AP Psychology Framework](#))
- PS 16 Students will 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. ([AP Psychology Framework](#))
- PS 17 Students will discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists). ([AP Psychology Framework](#))
- PS 18 Students will discuss the effect of the endocrine system on behavior. ([AP Psychology Framework](#))
- PS 19 Students will describe the nervous system and its subdivisions and functions: — central and peripheral nervous systems; — major brain regions, lobes, and cortical areas; — brain lateralization and hemispheric specialization. ([AP Psychology Framework](#))
- PS 20 Students will discuss the role of neuroplasticity in traumatic brain injury. ([AP Psychology Framework](#))

- PS 21 Students will recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques). ([AP Psychology Framework](#))
- PS 22 Students will discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior. ([AP Psychology Framework](#))
- PS 23 Students will predict how traits and behavior can be selected for their adaptive value. ([AP Psychology Framework](#))
- PS 24 Students will identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke). ([AP Psychology Framework](#))
- PS 25 Students will discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. ([AP Psychology Framework](#))
- PS 26 Students will 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. ([AP Psychology Framework](#))
- PS 27 Students will explain common sensory disorders (e.g., visual and hearing impairments). ([AP Psychology Framework](#))
- PS 28 Students will describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). ([AP Psychology Framework](#))
- PS 29 Students will discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects). ([AP Psychology Framework](#))
- PS 30 Students will Explain the role of top-down processing in producing vulnerability to illusion. ([AP Psychology Framework](#))
- PS 31 Students will discuss the role of attention in behavior. ([AP Psychology Framework](#))