

AP[®] Psychology

Syllabus 2

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| Course Title | AP [®] Psychology |
| Course Goal | To learn about the field of psychology through in-depth study, discussion, and hands-on activities |
| Textbook | Don H. and Sandra E. Hockenbury, Psychology, 4th edition (New York: Worth, 2005) |
| Recommended Supplies | three-ring binder three-ring binder dividers (at least 14 dividers—one for each unit) Paper Writing utensil Additional outside reading and/or review books may be required at teacher discretion. |
| Special Notes | Students are expected to take the AP Psychology Exam in May. Exam fee is around \$82. Course fee is \$25. |

Grading Proportions

| Description | % of Grade |
|--------------------------|------------|
| Tests and Major Projects | 55% |
| Quizzes | 25% |
| Homework/Classwork | 20% |

- All assignments are out of 100 points.

Course Scope and Sequence

- Students will work throughout the year both independently and in groups on research projects of varying types and topics, culminating in a presentation near the end of the year.
- All tests are cumulative.
- I teach a dedicated unit on research methods as the second unit in the course. Then, throughout the course, we refer back to the terminology as we discuss studies that are highlighted in each unit. In addition, my students read relevant sections of Hock, Roger, Forty Studies that Changed Psychology: Explorations into the History of Psychological Research, 5th ed. (New York: Prentice Hall, 2004) for each unit. They must summarize the article and correctly identify the research methodology used in the study. [CR16]

CR16 – Evidence of Curricular Requirement: The course provides instruction in ethics and research methods used in psychological science and practice

Extra Credit

Extra credit can be earned by reading an article from a psychology journal or magazine and writing a summary and critique of the article. Only two articles per

nine weeks can be completed for extra credit. Points for extra credit are added into the quiz portion of the overall grade.

For 10 Points: Read a full-page article from the APA's Monitor on Psychology. Write a one-page summary and a one-page critique.

For 20 Points: Read a full journal article from American Psychologist, the Journal of Educational Psychology, or the Journal of Social Issues. Write a two-page summary and a one-page critique of the article.

Course Plan

Fall Semester

First Nine Weeks

Unit 1—Social Psychology [CR14] (Chapter 12)

How do people explain (or attribute) the behavior of others?

What impact do these attributions have on individuals and society as a whole?

How are individuals affected by groups?

Under what conditions do people obey, conform, make friendships, find love, and help others?

How do attitudes and actions influence individual and group behavior?

How do psychologists define culture? What influence does culture have on individuals and groups?

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| CR14 —Evidence of Curricular Requirement: The course provides instruction in social psychology |
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Unit 1 Objectives

- Differentiate between situational and dispositional attribution.
- Identify the conditions in which people are more likely to conform and obey.
- Determine how the presence of others influences actions.
- Evaluate why people are attracted to each other.
- Describe the conditions under which people are more likely to help others.
- Differentiate among the terms prejudice, stereotype, and discrimination.
- Determine the biological and social contributors to aggressive behavior.
- Define culture and how it develops.

Unit 2—Research Methodology [CR2] (Chapter 1B & App. A)

Essential Questions:

How do psychologists use the scientific method to study behavior and mental processes?

Which methods of research are appropriate for the study of different behaviors?

How do psychologists draw appropriate conclusions about behavior from research?

How do psychologists make ethical decisions about researching behavior with human and animal subjects?

CR2—Evidence of Curricular Requirement: The course provides instruction in psychological research methods

Unit 2 Objectives

- Discuss the advantage of research over other ways of knowing.
- Discuss the advantages and disadvantages of case study research.
- Discuss the advantages and disadvantages of naturalistic observations.
- Discuss the advantages and disadvantages of survey research.
- Evaluate why correlational research does not yield causal conclusions.
- Identify the elements of an experiment.
- Apply elements of an experiment to different situations.
- Evaluate the importance of ethics in research. [CR16]
- Evaluate the importance of statistics in research.

CR16 – Evidence of Curricular Requirement: The course provides instruction in ethics and research methods used in psychological science and practice

Unit 3—Neuroscience and Biological Processes [CR3] (Chapter 2)

Essential Questions:

How do biological processes relate to behavior?

How do the biological processes work to create and sustain behavior?

How does damage to a biological process or part affect behavior?

CR3—Evidence of Curricular Requirement: The course provides instruction in biological bases of behavior.

Unit 3 Objectives

- Explain the process of neural communication.
- Explain how neurotransmitters work.
- Delineate the different steps of the neural chain.

- Analyze the difference between the neural and hormonal systems.
- Identify the parts of the brain and the functions of each. [CR15]
- Describe the different types of brain scans.
- Determine the role of genetics in influencing human behavior.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Unit 4—Cognition [CR7] (Chapter 6 & 7A)

Essential Questions:

How do humans encode, store, and retrieve information from memory?

How can humans enhance memory encoding, storage, and retrieval?

How do humans think?

In what ways is thinking flawed or constrained? How can people avoid falling for these errors in thinking?

How do humans acquire language?

How do humans use language to communicate ideas?

How is language flawed or constrained? How can people avoid falling for these errors in using language?

CR7—Evidence of Curricular Requirement: The course provides instruction in cognition.

Unit 4 Objectives

- Analyze how humans encode, store, and retrieve information in memory.
- Apply memory enhancement techniques to everyday life.
- Describe the characteristics of language and evaluate the importance of language.
- Define a concept, explaining why it is useful to problem solving.
- Differentiate between algorithms and heuristics.
- Analyze how fixation, confirmation bias, heuristics, overconfidence, framing, and belief perseverance influence the ability to solve problems. [CR15]

Second Nine Weeks

Unit 5—History and Approaches of Psychology [CR1] (Chapter 1A)

Essential Questions:

What ways does psychology approach the study of human and animal behavior?

CR1—Evidence of Curricular Requirement: The course provides instruction in psychology's history and approaches.

How has psychology changed the study of human and animal behavior?

How do the different perspectives in psychology compare and contrast?

Who were the movers and shakers in the evolution of psychology as a science?

Unit 5 Objectives

- Trace the historical and philosophical development of psychology as a science.
- Describe how the different perspectives explore and explain human behavior.
- Identify famous psychologists and describe their contributions to the discipline.
- Explore different career options for people who earn degrees in psychology.

Unit 6—Personality [CR10] (Chapter 11)

Essential Questions:

How do psychologists define and study personality?

What advantages and limitations exist for each theory's description of personality?

How do psychologists reliably measure personality and interpret personality's role in behavior?

CR10—Evidence of Curricular Requirement: The course provides instruction in personality

Unit 6 Objectives

- Explain how the different perspectives—psychodynamic, humanistic, trait, and social-cultural—approach the study of personality.
- Evaluate the advantages and drawbacks of each theory of personality.
- Determine how psychologists assess personality according to the various perspectives.

Unit 7—Stress, [CR8] Coping, and Health (Chapter 13)

Essential Questions:

How does stress influence health and behavior?

How can people reduce stress?

In what ways can stress be beneficial?

How do social factors affect the influence of stress on health and behavior?

CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.

Unit 7 Objectives

- Define stress, identifying the emotional and physiological responses to stress.
- Evaluate how outlook and feelings of control influence health.
- Evaluate how social support and positive emotional experiences contribute to health and well-being.

Unit 8—Psychological Disorders and Treatment [CR13] (Chapters 14–15)

Essential Questions:

How do psychologists measure and define abnormal behavior?

How are the various psychological disorders identified and studied?

What impact do these psychological disorders have on individuals, families, communities, and society?

CR13—Evidence of Curricular Requirement: The course provides instruction in treatment of psychological disorders

Unit 8 Objectives

- Identify the criteria psychologists use to diagnose psychological disorders.
- Differentiate among the different perspectives psychologists take to understand psychological disorders.
- Describe the characteristics of mood disorders.
- Describe the characteristics of anxiety disorders.
- Describe the characteristics of somatoform disorders.
- Describe the characteristics of dissociative disorders.
- Describe the characteristics of schizophrenia.
- Describe the characteristics of personality disorders.
- Describe the characteristics of brain-based disorders. [CR12]
- Describe the different treatment options for the various types of psychological disorders.

CR12—Evidence of Curricular Requirement: The course provides instruction in abnormal psychology

Spring Semester

Third Nine Weeks

Unit 9—States of Consciousness [CR5] (Chapter 4)

Essential Questions:

- How do psychologists define consciousness?
- What happens during the sleep cycle?
- What roles do REM and NREM sleep play in behavior?
- How does lack of sleep affect behavior?
- How do psychoactive drugs affect behavior?
- How do we know whether hypnosis is a real psychological phenomenon?

Unit 9 Objectives

- Define consciousness.
- Describe the different stages of sleep.
- Analyze the different theories of dreaming.
- Determine the common sleep disorders and their consequences.
- Differentiate between the different theories of hypnosis. Analyze why psychologists are suspicious of hypnotically enhanced memories.
- Describe psychoactive drugs and their effects.
- Differentiate among the different types of psychoactive drugs and their effects.
- Analyze the consequences of addiction, tolerance, and withdrawal.

Unit 10—Learning [CR6] (Chapter 5)

Essential Questions:

- How do psychologists define learning?
- How do principles of classical conditioning work to create learning?
- In what ways does classical conditioning work in human contexts?
- How do principles of operant conditioning work to create learning?
- In what ways does operant conditioning work in human contexts?

CR5—Evidence of Curricular Requirement: The course provides instruction in states of consciousness.

CR6—Evidence of Curricular Requirement: The course provides instruction in learning.

How do principles of observational learning work to create learning?

In what ways does observational learning work in human contexts?

How are the various principles discussed different and similar?

Unit 10 Objectives

- Describe the elements of classical conditioning.
- Apply classical conditioning to different situations.
- Describe the elements of operant conditioning.
- Differentiate among the various forms of reinforcement and punishment.
- Apply elements of operant conditioning to different situations. [CR15]
- Describe observational learning.
- Describe how biology influences learning.
- Describe how cognition influences learning.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Review for the AP Exam

Unit 11—Developmental Psychology [CR9] (Chapter 9)

Essential Questions:

How do people grow and develop physically throughout the lifespan?

How do people grow and develop intellectually throughout the lifespan?

How do people grow and develop socially throughout the lifespan?

How do people grow and develop morally throughout the lifespan?

How do people grow and develop personality throughout the lifespan?

CR9—Evidence of Curricular Requirement: The course provides instruction in developmental psychology

Unit 11 Objectives

- Describe the physical development of infants and children from conception to puberty.
- Analyze the cognitive development of infants and children.
- Evaluate the importance of social development in infants and children.
- Define adolescence and evaluate how adolescence has changed over the last century.
- Summarize the physical changes that occur during adolescence.

- Analyze how the reasoning ability of adolescents differs from that of children.
- Describe and analyze Kohlberg's theory of moral reasoning. [CR15]
- Describe how nature and nurture affect behavior.
- Describe how developmental psychologists research development over the lifespan.
- Analyze how sex roles influence individual and social behavior throughout the lifespan.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Fourth Nine Weeks

Unit 12- Sensation & Perception [CR4] (Chapter 3)

Essential Questions:

How do the five senses receive and translate signals to the brain for processing?

How does each of the senses affect behavior?

What are the limitations of each sense and how do those limitations affect behavior?

How do sensation and perception differ?

How does the brain process sensory signals accurately? Inaccurately?

CR4—Evidence of Curricular Requirement: The course provides instruction in sensation and perception.

Unit 12 Objectives

- Determine the significance of signal detection theory in modern psychology.
- Identify the major components of the visual system and the function of each.
- Identify the major components of the auditory system and the function of each.
- Identify the four basic tastes.
- Discuss the differences among the senses of taste, smell, and flavor.
- Identify the two body senses and contrast one with the other.
- Identify the views of the Gestalt psychologists related to perceptual phenomena. [CR15]
- Understand how depth perception influences behavior.

- Appreciate the effect of constancy and context on daily life.
- Analyze the effect of perceptual set on everyday sensory experience.

Unit 13—Motivation and Emotion (Chapter 8) [CR8]

Essential Questions:

In what ways are humans motivated to behave?

What methods of motivation are more effective than others?

How can one increase their motivation to behave in various ways?

What is the role of hunger in motivating behavior?

How do maladaptive eating patterns affect behavior?

What role do emotions play in behavior?

How do cognitions affect emotions?

Unit 13 Objectives

- Discuss the similarities of instinct and drive theories.
- Discuss the difference between drive theory and homeostasis.
- Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.
- Determine how psychologists measure achievement motivation.
- Identify ways we can motivate others to give their best efforts.
- Analyze how the body regulates weight so effectively.
- Differentiate between historical and modern cognitive theories of emotion.
- Identify the physiological changes that occur when people experience different emotions.
- Determine the criteria for assessing gender differences in emotional expression.

Unit 14—Testing and Individual Differences [CR11] (Chapter 7B)

Essential Questions:

How do psychologists define and study intelligence?

How did the use of intelligence tests evolve throughout the last two centuries?

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.

How do testing scores differ between group administrations and individual administrations of intelligence tests? Between genders? Races? Socioeconomic groups?

CR11—Evidence of Curricular Requirement: The course provides instruction in testing and individual differences

How do psychologists know whether a test is reliable and/or valid? Why are these qualities of tests important?

Unit 14 Objectives

- Compare and contrast Gardner’s and Sternberg’s theories of intelligence.
- Evaluate Alfred Binet’s contribution to intelligence testing.
- Evaluate Lewis Terman’s role in the development of intelligence testing.
- Describe David Weschler’s contribution to intelligence testing. [CR15]
- Explain how group tests of intelligence differ from individual tests.
- Differentiate between an aptitude test and an achievement test.
- Explain the difference between reliability and validity.
- Analyze the reasons for the differences in test scores among people of different genders, races, and ethnic groups.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.