

AP Psychology Syllabus

AP Psychology

Course Outcome Summary



Information

Credits

1

Organization

Shadow Mountain High School

Course Description

Course Description: This is a college-level general psychology course providing students with the opportunity to earn credits both for high school and for college. There are sixteen distinct units for intense study. These include: Psychological Methodology & Careers, Biological Bases of Neuroanatomy & Neurofunctioning, Sensation & Perception, States of Consciousness, Learning and Memory, Language & Problem Solving, Motivation & Emotions, Developmental Psychology, Personality Theories & Measurements, Intelligence & Testing, Psychology of Human Relationships, Abnormal Psychology, Treatment of Psychiatric Disorders, and Gender Studies. Each unit lasts approximately two weeks. Textbook reading will be supplemented by a variety of other materials and teaching methods. Higher order thinking skills will be commonly employed. Grades will be based upon written assignments, multiple choice and essay-type tests, projects, and extra credit opportunities.

Textbooks

1. *PSYCHOLOGY* Copyright 2006 Ciccarelli and Meyer
2. *PSYCHOLOGY* Copyright 2004 David G. Myers
3. *5 Steps to a 5 AP Psychology* McGraw/Hill

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Materials

*Large Binder:

- Section One: will contain daily assigned reading notes, which correspond to the section we are studying in the unit.
 - i. Infrequently, quizzes will be given throughout the unit that will require the completion of reading in order to participate for points on a quiz.
- * Section Two: will contain notes taken in class, concerning the units studied.

Units and Timelines

Thinking Critically with Psychological Science (10 days)

Neuroscience and Behavior (8-10 days)

The Nature and Nurture of Behavior (7 days)

The Developing Person (10-12 days)

Sensation (6 days)

Perception (6 days)

States of Consciousness (7 days)

Learning (8 days)

Memory (8 days)

Thinking and Language (9 days)

Intelligence (9 days)

Motivation (7 days)

Emotion (5 days)

Personality (7 days)

Sexuality and Gender (5 days)

Psychological Disorders (10 days)

Therapy (7 days)

Stress and Health (7 days)

Social Psychology (8 days)

Core Abilities

- o Analyze divergent views to resolve conflicts.
- o Assess personal goals, values, and motivations.
- o Assume responsibility for own actions.
- o Balance a lifestyle that is safe and healthy.

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- o Demonstrate appropriate communication skills.
- o Devise solutions to complex problems.
- o Initiate positive leadership skills.
- o Integrate self awareness and attitudes appropriate in diverse social situations.
- o Organize data into useable forms.
- o Utilize appropriate behaviors and attitudes in the work environment.
- o Utilize technology to improve efficiency.

Course Work

Students will be preparing for the Advanced Placement Psychology examination throughout the yearlong course, held in May.

Students will study the major concepts and theories in psychology and be able to identify and use day terms, research studies and researchers.

Students will comprehend and apply the main concepts of psychological research.

Students will be able to apply important elements of psychological research to their own lives.

Demonstrate appropriate communication skills.

Students will improve and use their critical thinking skills.

Unit Plans

All grade requirements for the course will be posted on Mrs. Burr's AP Psych website.

Units will be organized with combination of the following:

- o Daily reading homework assignments that relate to the section of the chapter we are discussing.
- o Complementary class notes or activities that extend knowledge gained from the daily reading.
- o Daily warm ups, which are brief readings that relate to the specific content.
- o Quizzes over reading will be conducted – some are unannounced, some are not.
- o Assignments that reinforce or extend content from a particular unit will be assigned as is needed
- o Group projects or individual student projects will be required.
- o Examination at the end of the unit will be multiple choice and a free response question. The unit examination will be scored like the AP examination – 2/3rds from the objective questions and 1/3rd from the free response.

Grading

- o Tests and quizzes will account for 60% of the overall grade.
- o Class work and homework will account for 40% of the overall grade

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Teacher Resources

1. Meyers, G. David, Psychology Instructor's Manual, Edition 7, Worth, 2004
2. Weiten, Wayne, Psychology: Themes and Variations 6th Edition, Thompson and Wadsworth, 2004
3. Weiten, Wayne, Instructor's Resource Manual for Wayne Weiten's Psychology: Themes and Variations 5th Edition, Thompson and Wadsworth, 2001
4. Grey, Cynthia and Jane Halonen, The Critical Thinking Companion for Introductory Psychology 2nd Edition, Worth Publishers, 2001
5. Research and Education Association, REA's Problem Solvers Psychology 1994
6. American Psychological Association, TOPPS website
<http://www.apa.org/ed/topss/homepage.html>
7. Advanced Placement College Board Website,
<http://www.apcentral.collegeboard.com/apc/Controller.jspf>

Contacting the Teacher

Students and Parents may reach me through the following means

E-mail: pburr@pvschools.net

Phone: 602-449-3000 ext: 3004

Appointment: I am available by appointment during lunch, before and after school, or daily after school until 3:00pm for questions, assistance and clarification about anything related to AP Psychology.

Unit Outline

Unit 1: History, Approaches and Research Methods of Psychology; (3.0 weeks)

- A. Beginning of Psychology – Historical background and contributions
- B. Logic and Philosophy
 - I. Reading by E. Loftus titled “Curiosity killed what cat?” details necessity of critical thinking
- C. Goals of Psychology – describe, explain, predict, control
 - I. Relationship to science – Psychology's application to science
- D. Approaches to Psychology – Psychodynamic, behavioral, humanism, cognitive, socio-cultural, biological, evolutionary
 - I. Comparative chart ‘7 camps in Psy’
- E. Experimental, Correlations and Clinical Research
 - I. Babies born and electrical storms
- F. Statistics – Descriptive and Inferential
 - I. Making a physical model of a scatter plot, a graph and a bell curve with central tendency

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G. Ethics in Research

H. Development; American Psychology Association

STUDENT OBJECTIVE – Students will

- Define the scientific approach to psychology
- Identifies important contributors to psychology
- States the goals of psychology
- Outline the historical background of psychology
- Distinguishes between the different perspectives
- Applies different perspectives to a behavioral problem
- Compare and contrast the different perspectives
- Identify each of the research methods
- Compare and contrast the different types of research methods
- Critique each of the research methods
- Summarize the six requirements for ethical psychology research
- Relates each of the ethics requirements to research techniques

Unit 2: Development Across the Lifespan (2.5 weeks)

A. Life-span approach

B. Research methods

I. Longitudinal vs. Cross Sectional development research

C. Elements of development

I. Physical, Cognitive, Social, and Moral and researchers and theorists for each element.

a. “Live child lab observations and response

D. Nature vs. Nurture; Heredity vs. Environment

I. Sex vs. Gender

a. Write a letter to your child

E. Developmental theories and theorists

STUDENT OBJECTIVES – Students will:

- Define the concept life-span
- Critique the life-span approach to psychology
- Compare and contrast longitudinal vs. cross-sectional research
- Explain each of the types of development studies
- Match age and achievement within each of the elements of developments
- Identify and match researchers to each of the elements of developments
- Distinguishes between nature and nurture and sex and gender
- Summarizes developmental theories in own words/comprehension
- Critique developmental theories

Unit 3: Learning (2.5 weeks)

A. Classical conditioning and important researchers

I. Pavlov and J. Watson films

F. Operant conditioning and important researchers

I. B.F. Skinner’s pigeon films

II. Behavioral techniques used in my classrooms

G. Social Learning and core researcher

I. A. Bandura and the importance of dolls

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- H. Cognitive elements of learning
- i. L. Vygotsky, circles and sticking with a student who doesn't know the answer.

- I. Biological components of learning and important research and researchers

STUDENT OBJECTIVES – Students will

- Identify and explain essentials of classical conditioning
- Match studies and theorists to research in classical conditioning
- Identify and explain operant conditioning fundamentals
- Compare and contrast classical and operant conditioning
- Critique operant conditioning
- Outline the concepts of social learning
- Relates cognitive elements of learning to social and operant conditioning
- Explains biological elements of learning
- Distinguishes biological learning researchers from other learning researchers

Unit 4: Memory, Language and Condition (2.5 weeks)

A. Memory

- I. Sensory, Short term and Long term memory systems theory

- a. Diagram of Memory

- II. Encoding, Storage and Retrieval of information

- a. Reading on E. Loftus's research concerning false memories

- III. Improving memory

B. Language

- I. Structure, development and acquisition

- II. Application to perspectives (evolution, socio-cultural, behavior)

C. Thinking

- I. Algorithms vs. Heuristics

- II. Confirmation bias, fixation, functional fixedness, mental set

- III. Creativity

- a. Prohibitory and enhancers

STUDENT OBJECTIVES – Students will

- Identify the three parts of memory theory
- Compare and contrast the three parts of memory theory
- Apply three memory components to a process
- Summarize language development
- Distinguish between algorithms from heuristics
- Interprets thinking processes in educational environments
- Explain Processes of creativity and its inhibitors
- Interprets own use of creativity to accomplish tasks

Unit 5: Intelligence through Testing and Individual differences (2.5 weeks)

A. Standardization and Norms

1. Achievement v. Aptitude and how to recall the difference

B. Reliability and Validity

1. Stereotype vulnerability reading, questions and answers

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- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
 - 1. Dangers in determining “IQ”
- F. Heredity/Environment and intelligence
 - 1. Heritability exercise with corn plants
- G. Application of concepts to the Advanced Placement Psychology Test and SAT

STUDENT OBJECTIVES – Students will

- Paraphrase standardization and norms
- Identify examples of standardization and norms
- Explain a bell curve and its parts, In relation to intelligence
- Distinguish between reliable and valid, as it relates to testing
- Define intelligence
- Compare and contrast different types of intelligence tests
- Critique intelligence testing and assess the implications of intelligence testing
- Identify alternative definitions of intelligence
- Summarizes the impact of nature and nurture on intelligence
- Comprehend heritability
- Applies testing concepts to Advanced Placements tests

Unit 6: Motivation and Emotion (2 Weeks)

- A. Biological sources
 - a. Fat rats v. Skinny rats application
- B. Theories of motivation
 - a. Evaluating our own homework motivation – a ‘pointless’ assignment
- C. Drives and Drive Reduction theory
 - a. Hunger, thirst, sex, and pain
- D. Social Motives
- E. Theories of emotion
 - a. Car wreck – what comes first, application to theories of emotion
- F. Role of stress
 - a. Self Stress test and means of reducing bad stress

STUDENT OBJECTIVES – Students will

- Identify biological reasons for motivational and emotional responses
- Explain different theories of motivation
- Compare and contrast theories of motivation
- Apply one theory of motivation to self
- Describe drives and drive education theory
- Creates examples of drives
- Reproduces theories of emotion in own understanding
- Compare and contrast theories of emotion
- Critiques theories of emotion
- Integrate role of stress into educational environment

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- Appraises stress in student's own lives
- Selects solutions to problematic stress

Unit 7: Consciousness (2 Weeks)

- A. Sleep and Dreaming
 - a. One week sleep journal – Monitors hours of sleep, interruptions and dream content
- B. Hypnosis
- C. Psychoactive Drug Effects
 - a. Homework – Apply different substances to the impact on particular employment (bike messenger, Teacher, Tight ropewalker, and stock broker)

STUDENT OBJECTIVES – Students will

- Identify the different stages of sleep
- Explain rapid Eye Movement sleep
- Distinguish between different dream theories
- Critique each dream theory
- Identify techniques of hypnosis
- Critique
- Hypnosis
- Explain effects of major drug categories on the consciousness of four different professions
- Create a drug treatment plan utilizing principles from motivation, learning, and research units

FALL SEMESTER EXAMS

Unit 8: Biological Bases of Behavior (3.5) weeks

- A. Neural Transmission
 - a. Neuron Model project – Use thematic material to create and label a neuron (recyclables, boxes, etc.)
- B. Neuroanatomy
 - a. Brain diagram in color with the location, function and application to homework
- C. Physiological Techniques
- D. Functional Organization of nervous System
- E. Endocrine system
 - a. Diagram of eh endocrine system
- F. Genetics and its role in biology

STUDENT OBJECTIVES – students will

- Identify the parts of a neuron
- Describe the elements of neural transmission
- Match named neurotransmitters to the appropriate function in the brain
- Explain the process and steps of neural firing
- Identify, derecognize and describe, the four lobes of the brain
- Identify, recognize, and describe specific parts of the brain
- Apply specific parts of the brain to a physical, cognitive and emotional activity

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- Know's the different techniques for assessing brain functioning
- Distinguishes between each physiological technique
- Outline the organization of the Central Nervous System
- Compare and contrast the elements of the nervous system
- Summarize the functions of the endocrine system on behavior
- Compare and contrast the endocrine system with the neural system of communication

UNIT 9: Sensation and perception (2 weeks)

- A. Thresholds
 - i. Radio and Candle experiment in class to differentiate threshold theory
- B. Sensory Adaptation
- C. Sensory Mechanisms
 - a. Diagram of eye, ear, and nose
 - i. Smell lab, taste lab, vision lab with write up
- D. Attention
- E. Perceptual process

STUDENT OBJECTIVES – Students will

- Identify threshold and threshold theory
- Explains threshold and the differences between threshold theory
- Compare and contrast different threshold theories
- Apply sensory adaptation to a walk down the hallway at school
- Know and identify basic anatomical parts of the eye, ear, vestibular sense and nose.
- Diagrams parts of the eye, ear, vestibular sense and nose
- Apply everyday interaction with the sensory mechanisms
- Define attention
- Analyze individual ability to utilize attention
- States the definition of Perception
- Identify Gestalt process, Ponzo, Mueller-Lyer and Pogendorff illusions
- Demonstrates perception in everyday functioning
- Differentiates sensation from perception

UNIT 10: Personality (2 Weeks)

- A. Personality theories and approaches to personality
 - a. Application exercise with a case study
- B. Assessment techniques
 - a. Introvert/Extrovert personality tests
 - b. Projective and objective tests
- C. Self-concept and self esteem
- D. Adjustment and growth over the life span
 - i. Personality Project – students select three theories and apply to self in visual format

STUDENT OBJECTIVES – Students will

- Explains the different personality theories

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- Compare and contrast different personality theories
- Analyze personality theories
- Apply one personality theory to self
- Identify methods of personality assessment, including subjective and objective types
- Evaluate methods for personality assessment for validity and reliability
- Distinguish between self-concept and self-esteem
- Apply concepts of self-esteem evaluation and improvement to self
- Interpret personality concepts over the course of an adults life

UNIT 11: Social Psychology (2.5 weeks)

- A. Attribution process
 - a. Using the fundamental attribution error on teachers
- B. Group dynamics
- C. Obedience, conformity, compliance
 - a. Reading on S. Milgram's research and motivation to study obedience
 - b. Assignment on R. Zimbardo's prison Experiment using online data source, assessment of Zimbardo's role in experiment required, re-evaluated APA's ethical guidelines to research
- D. Attitude and attitudinal change
- E. Professional organizational behavior
- F. Aggressive behavior

STUDENT OBJECTIVES – Students will

- Comprehend attribution process, origins, purpose, and problems
- Demonstrates their own use of fundamental attribution error
- Distinguish between different group dynamic process, such as in group/out group, group think, social facilitation, social loafing, deindividuation, and group polarization
- Apply group dynamic processes to their experience at high school
- Explain concepts of obedience, conformity, and compliance
- Discriminates between obedience and conformity research and researchers
- Identify origins of individual attitude – family, social, genetics, cultural, behavioral
- Summarizes means of altitudinal change
- Describes the differences between industrial and organizational psychology
- Apply industrial and organizational psychology to aspects of classroom management
- Define aggressive behavior
- Interpret aggressive behavior using three of the perspectives of psychology

UNIT 12: Abnormal behavior and treatment of psychological disorders (3.5 weeks)

- A. Criteria for abnormal behavior
 - a. Ellen as an example; apply criteria to detailed 'case'
- B. Theories of psychopathology
- C. Diagnosis of psychopathology
 - a. Students apply diagnosis to literary characters

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- D. Distinguish between major categories of psychological disorders - anxiety, somatoform, Mood, Schizophrenic, organic, personality, disassociative
 - a. Group project – students elect one of three major categories to research, write a paper about, create a visual aid, and present in creative way to peers
- E. Approaches to treatment of Psychological disorders - Insight (psychodynamic/Humanistic), Behavior, Cognitive, Biological (Psychopharmacology/psychosurgery)
 - a. Essay question asking if one treatment approach fits any one major disorder category
- F. Therapy modalities
- G. Prevention of psychological disorders and community responsibility
 - a. Students read article concerning homelessness and mental health care; philosophical chairs discussion about role of public funds in curbing homelessness due to mental health care issues

STUDENT OBJECTIVES – Students will

- Identify the necessary elements for abnormal behavior – maladaptive, deviant, unjustifiable, disturbing, atypical
- Relates criteria for abnormal behavior to case studies
- Utilize the diagnostic and Statistical Manual for Mental disorders to identify major category
- Compare and contrast different theories of psychopathology
- Explain the diagnostic process for psychological disorders
- Lists major categories of psychological disorders
- Compare and contrast the major categories of psychological disorders
- Know important specific disorders within each major category of psychological disorders
- Distinguish between differing psychological treatment perspectives/approaches
- Select the most effective treatment perspective/approach for each of the major categories of disorders
- Critiques each of the approaches to treating psychological disorders
- Generalize each of the modalities to therapy – group, individual, and family
- Analyze the communities ability to support psychological treatment of the general public
- Contrast advantages and dis-advantages of community response of psychological treatment
- Critique preventative strategies of psychological disorders

Preparing for the AP Psychology examination and final Projects (2.5 Weeks)

SPRING SEMESTER FINAL EXAMINATIONS