Advanced Placement Psychology & Psychology

Kimel

Course Introduction & Syllabus
ADVANCED PLACEMENT PSYCHOLOGY:
This course is designed for advanced 12th grade students who desire an academically challenging course of study in psychology and who intend to take the College Board AP Psychology Exam in the spring semester of this academic year. This course meets a single semester social studies elective requirement for seniors.

The Advanced Placement Psychology course “is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology.”

Students participate in a variety of activities that may include homework, class work, discussions, large and small group projects, individual projects, vocabulary development, lectures, and case study analysis. Reading comprehension and writing skills are stressed. Particular attention is given to the development of research organization and the application of the principles of psychology.

PSYCHOLOGY:
This is a semester-long course for seniors, Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students examine the ethical practices and responsibilities of psychological inquiry and come to an understanding of the biological, social, and cultural influences on human behavior. Students will apply their knowledge through simulations and projects dealing with psychological situations in everyday life. Reading comprehension and writing skills are stressed. Particular attention is given to the development of research organization and the application of the principles of psychology.

Enduring Understandings: Major learning goals and sophisticated skills that will endure beyond this course
- Everything psychological is ultimately biological.
- Psychological principles and concepts are applicable and relevant in everyday situations.
- Psychological development involves a complex interplay between both biological bases and environmental influences (nature and nurture).
- Several different psychological schools of thought, perspectives, and methods have developed in an effort to study the human mind and to understand and explain thought, emotion, and behavior.
- Psychology as a discipline relies on and embodies biological and chemical processes of the human body.
- Implementing both relevant and valid research methodology is a critical component to the scientific nature of investigation in psychology.
- All psychological research must meet the APA’s code of conduct.

Essential Questions: These questions go to the heart of discipline; recur naturally; raise other important questions.
- What is the scientific nature of the study of psychology?
- What are the major approaches to and perspectives of the study of psychology?
- How does the human mind process and develop sensation, thought, language, intelligence?
- How does human personality and behavior develop in an individual’s lifetime?
- How does the world around us have affect on personality and behavior?

Units:

<table>
<thead>
<tr>
<th>History &amp; Approaches/Research Methods</th>
<th>Testing &amp; Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Bases of Behavior</td>
<td>Differences/Personality</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>Motivation &amp; Emotion</td>
</tr>
<tr>
<td>Sensation &amp; Perception/ States of Consciousness</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Learning</td>
<td>Treatment of Psychological Disorders</td>
</tr>
<tr>
<td>Cognition</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

kmk13@scasd.org
Advanced Placement Psychology & Psychology: Kimel 2011 - 2012

Advanced Placement Psychology Course/Student Objectives:
A. The course will “provide the student with a learning experience equivalent to that obtained by most college introductory psychology courses.”
B. Students will be able to define and map the historical development of the scientific study of psychology.
C. Students will be able to identify, understand, and apply the “major” schools of psychology and the principal approaches of psychology.
D. Students will be able to identify and define key concepts in the scientific study of psychology.
E. Students will be able to identify and define all biological and chemical components of the scientific study of psychology.
F. Students will be able to identify, understand, and apply the forces that influence the strength and direction of behavior.
G. Students will be able to develop/model scientific, psychological study that is both reliable and valid (labs).
H. Students will prepare for adequate performance on the AP College Board Psychology Exam for the current academic year.

Psychology Course/Student Objectives:
A. The course will “provide the student with a learning experience equivalent to that obtained by most college introductory psychology courses.”
B. Students will be able to define and map the historical development of the scientific study of psychology.
C. Students will be able to identify, understand, and apply the “major” schools of psychology and the principal approaches of psychology.
D. Students will be able to identify and define key concepts in the scientific study of psychology.
E. Students will be able to identify and define all biological and chemical components of the scientific study of psychology.
F. Students will be able to identify, understand, and apply the forces that influence the strength and direction of behavior.

PA Standards/Units:
1. Scientific Inquiry
   a. Perspectives in Psychological Science
   b. Research Methods & Statistics
2. Biopsychology
   a. Biological Bases of Behavior
   b. Sensation and Perception
   c. Consciousness
3. Learning/Cognition
   a. Learning
   b. Language Development
   c. Memory
   d. Cognition/Thinking
4. Individual Variations
   a. Motivation
   b. Emotion
   c. Personality
5. Developmental
   a. Life Span Development
   b. Intelligence/Testing & Individual Differences
6. Applications of Psychological Science
   a. Psychological Disorders
   b. Treatment of Psychological Disorders
   c. Health
   d. Careers
7. Social Context/Social Psychology
   a. Social Interactions
   b. Culture & Gender
Advanced Placement Psychology & Psychology: Kimel 2011 – 2012

AP Psychology Core Assessments:

Research Based Inquiries & Analysis
- Students will complete multiple assessments that require research and analysis of psychological paradigms and studies. Research studies will represent a wide range of approaches and perspectives of the study of psychology.

Multiple Choice & Free Response Quizzes that model the AP Psychology Exam
- Students will complete several Multiple Choice and Free Response quizzes over the duration of the course.

Psychology Core Assessments:

Completion of Reading/Film Analysis
- Students will complete detailed and through analysis of readings/films. Students will evaluate scientific components of psychology as they manifest in the chosen resource.

Chapter quizzes.
- Students will complete chapter quizzes over the duration of the course. There will be opportunities to correct quizzes for additional credit.

Supplemental Activities & Assessments - May include but are not limited to:

- **Experimental Design and Exercise:** Development of valid and applicable psychological studies or experiments. Research-based “mini-labs” which demonstrate a comprehensive understanding of scientific process in the field of psychology.

- **T.E.D. Talk Reviews:** T.E.D. talks are a series of on-line presentations from experts in various fields. The talks applicable to the course are directly related to the science of psychology. For each presentation there will be an accompanying assessment that requires the student to critically analyze and synthesize the content as it pertains to course content. All reviews must demonstrate critical thought and be submitted using formal, social science writing skills. Reference Cornwell’s Advanced Placement Writing Guide for all reviews.

- **Case Studies:** A series of case studies provided by the University of New York @ Buffalo and various other academic sources will be used as supplemental resources for the course. With each case study there will be an accompanying assessment that requires the student to critically analyze and synthesize the content as it pertains to course content. All assessments have specific, individual requirements. Students must demonstrate critical thought and use formal, social science writing skills and lab skills when applicable. Reference Cornwell’s Advanced Placement Writing Guide for all reviews.

- **Book/Journal Reviews:** Book and journal or article reviews require the student to demonstrate a comprehensive summary of the most critical components of the work, as well as, demonstrate critical analysis of the work. All sources must be academic in nature and clearly be linked to course content. All reviews must be submitted using formal, social science writing skills. Reference Cornwell’s Advanced Placement Writing Guide for all reviews.

- **Essays/Papers:** All essays and papers are to be original works with proper APA citations within the paper and must include a “Works Cited” page. All essays and papers should clearly demonstrate content knowledge, critical analysis and be written using formal social science syntax. Reference Cornwell’s Advanced Placement Writing Guide for all essays and papers.
Instructional Strategies:
1. Reading for information
2. Oral and written analyses of written material
3. Active viewing/processing of auditory and visual media
4. Oral and written analyses of auditory and visual materials
5. Graph, chart, and table reading and creation
6. Demonstration and presentation
7. Research print, on-line, and computer database sources
8. Experimental development and design
9. Use of elementary descriptive statistics in the analysis of data
10. Writing for effective communication

In order to perform well on the AP Exam in May, students are expected to invest time outside of class in preparation. This includes, but is not limited to:

- Individual study and preparation.
- AP Review Study Groups
- Review of Barron’s AP Psychology text or similar study aids.
Classroom Policies:

- Our time in class is valuable and limited. We have a great deal of content to cover in a scarce amount of time. Make every effort to be on time and engaged during class. You are expected to be a part of a conducive learning experience.

- The Advanced Placement course is a “weighted” semester course. Your grade will be calculated based on total number of points earned divided by total number of points possible.

Absences:

1. If you are absent you are responsible for all make up work. You are responsible for making up missed quizzes and tests upon return to class.
2. AP Psychology students may submit assignments up to 2 days late for partial credit.
3. All school policies will be adhered to, zero credit will be applied if quizzes and assignments are not submitted in a timely manner. Should you miss a deadline due to an unexcused absence you will receive partial or no credit for your work.

Quizzes:

1. You are responsible for re-scheduling quizzes if you miss class for ANY reason. If you have prior notice for the absence you must make arrangements prior to your absence. If you miss for a lab period you must make arrangements prior to your absence.
2. For our purposes it is important that you both MODEL and LEARN how to best answer the AP format multiple-choice questions and write for the Free Response questions. For this reason there will be opportunities to RE-TEST on quizzes for additional credit.

Academic Integrity:

1. All work done in this course is expected to be original.
2. All work is expected to be INDIVIDUAL work unless specifically indicated.
3. All writing must correctly attribute all quotations and all information not of common knowledge. This includes direct quotations of five or more words and paraphrasing.
4. If you do not attribute the original author of an idea or wording you are guilty of plagiarism.
5. Reference: Cornwell’s Advanced Placement Writing Guide

Technology malfunctions, printing, saving, etc. will not be considered EXCUSED for a missed deadline!! PRINT & SAVE OFTEN!
The APA Divisions of Psychology
IS-HO1-060204

1. General Psychology
2. Teaching of Psychology
3. Experimental Psychology
4. Evaluation and Measurement
5. Physiological and Comparative Psychology
6. Developmental Psychology
7. Personality and Social Psychology
8. Psychological Study of Social Issues
9. Psychology and the Arts
10. Clinical Psychology
11. Consulting Psychology
12. Public Service
13. Industrial and Organizational Psychology
14. Educational Psychology
15. School Psychology
16. Counseling Psychology
17. Military Psychology
18. Adult Development and Aging
19. Engineering and Applied Psychology
20. Rehabilitation Psychology
21. Consumer Psychology
22. Theoretical and Philosophical Psychology
23. Experimental Analysis of Behavior
24. History of Psychology
25. Community Psychology
26. Psychopharmacology
27. Psychotherapy
28. Psychological Hypnosis
29. State Psychological Association Affairs
30. Humanistic Psychology
31. Mental Retardation
32. Population and Environmental Psychology
33. Psychology of Women
34. Psychology and Religious Issues
35. Child and Youth Services
36. Health Psychology
37. Psychoanalysis
38. Clinical Neuropsychology
39. Law Psychology
40. Psychologists in Independent Practice
41. Family Psychology
42. Study of Lesbian and Gay Issues
43. Study of Ethnic Minority Issues
44. Media Psychology
45. Sports Psychology
46. Society for the Study of Peace, Conflict, and Violence: Peace Psychology Division
47. Group Psychology and Group Psychotherapy
48. Addictions
49. Society for the Psychological Study of Men and Masculinity
50. International Psychology
51. Society of Clinical Child and Adolescent Psychology
52. Society of Pediatric Psychology
53. American Society for the Advancement of Pharmacotherapy
# AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
College Board, 2010-1011, AP Psychology Course Description, National Standards for High School

<table>
<thead>
<tr>
<th>Unit: Scientific Inquiry</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
</table>
| History & Perspectives   | Prologue Ch. 1 | 1. Logic, Philosophy, History of Science  
2. Approaches/Perspectives  
3. Experimental, Correlation, Clinical Research  
4. Statistics  
5. Research Methods and Ethics | Multiple Choice Ques.  
Free Response Ques.  
TED Talks  
Analysis of Studies |

**Unit Objectives, students should be able to:**
- Recognize how philosophical perspectives shaped the development of psychological thought.
- 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, and cognitive as more contemporary approaches
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology:
  - Biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, psychometric, and social.
- Identify the major historical figures in psychology (e.g., Whiton-Calkins, Darwin, Dix, Freud, Hall, James, Pavlov, Piaget, Rogers, Skinner, Floy-Wahsburn, Watson, Wundt.)
- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strength and weakness.
- 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).
- Identify independent, dependent, confounding and control variables in experimental designs.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- Distinguish the purposes of descriptive statistics and inferential statistics.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simply descriptive statistics (e.g., measures of central tendency, standard deviation).
- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines (e.g., those provided by the APA, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.
### AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
College Board, 2010-1011, AP Psychology Course Description, National Standards for High School

<table>
<thead>
<tr>
<th>Unit: Biopsychology</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
</table>
| Biological Bases of Behavior | Ch. 2 | 1. Physiological Techniques (imagining, surgical)  
2. Neuro-anatomy  
3. Functional Organization of Nervous System  
4. Endocrine System  
5. Genetics | ▪ Multiple Choice Ques.  
▪ Free Response Ques.  
▪ TED Talk: Jill Bolte Taylor  
▪ Analysis of Studies |

**Unit Objectives, students should be able to:**
- Identify basic processes and systems in the biological basis of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms).
- Discuss the effect of the endocrine system on behavior.
- Describe the nervous system and its subdivisions and functions:
  - i. central and peripheral nervous systems;
  - ii. major brain regions, lobes, and cortical areas;
  - iii. brain lateralization and hemispheric specialization.
- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Predict how traits and behavior can be selected for their adaptive value.
- Identify key contributors (e.g., broca, Darwin, Gazzaniga, Sperry, Wernicke).
<table>
<thead>
<tr>
<th>Unit: Biopsychology</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensation &amp; Perception</td>
<td>Ch. 6 &amp; 3</td>
<td>1. Thresholds</td>
<td>• Multiple Choice Ques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sensory Mechanisms</td>
<td>• Free Response Ques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Sensory Adaptation</td>
<td>• TED Talk: Dan Dennett</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Attention</td>
<td>• TED Talk: Vilayahur Ramachandran</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Perceptual Processes</td>
<td>• Analysis of Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Sleep and Dreaming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Hypnosis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Psychoactive Drug Effects</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Objectives**, students should be able to:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- 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.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Challenge the common beliefs in para-psychological phenomena.
- Identify major historical figures in sensation and perception (e.g., Fechner, Hubel, Weber, Wiesel).
- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
  1. stages and characteristics of the sleep cycle;
  2. theories of sleep and dreaming;
  3. symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g. suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addictions, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g. James, Freud, Hilgard).
## AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
**College Board, 2010-1011, AP Psychology Course Description, National Standards for High School**

<table>
<thead>
<tr>
<th>Unit: Learning/ Cognition</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
</table>
| Learning & Language       | Ch. 7 & 8 | 1. Classical Conditioning  
2. Operant Conditioning  
3. Cognitive Processes in Learning  
4. Biological Factors  
5. Social Learning (Observational Learning)  
6. Language | ▪ Multiple Choice Ques.  
▪ Free Response Ques.  
▪ TED Talk: Tim Ferriss  
▪ Analysis of Studies |

### Unit Objectives, students should be able to:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristic of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Identify key contributors in psychology of learning (e.g., Bandura, Garcia, Pavlov, Rescorla, Skinner, Thorndike, Tolman, Watson).  
- Synthesis how biological, cognitive, and cultural factors converge to facilitate acquisition, development, & use of language.
### Memory Cognition/Thinking

| Ch. 8 & 9 | 1. Memory  
|          | 2. Thinking  
|          | 3. Problem Solving and Creativity  
|          | Multiple Choice Ques.  
|          | Free Response Ques.  
|          | Analysis of Studies  
|          | Video Supplement  

**Unit Objectives, students should be able to:**

- Compare and contrast various cognitive processes:
  - i. effortful vs. automatic processing;
  - ii. deep vs. shallow processing;
  - iii. focused vs. divided attention
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- Outline the principles that underlie effective encoding, storage, and construction of memories.
- Describe strategies for memory improvement.
- Identify problem-solving strategies as well as factors that influence their effectiveness.
- List the characteristics of creative thought and creative thinkers.
- Identify key contributors in cognitive psychology (e.g., Chomsky, Ebbinghaus, Kohler, Loftus, Miller).

### Testing & Individual Differences

| Ch. 10 | 1. Standardization and Norms  
|        | 2. Reliability and Validity  
|        | 3. Types of Tests  
|        | 4. Ethics and Standards in Testing  
|        | 5. Intelligence  
|        | Multiple Choice Ques.  
|        | Free Response Ques.  
|        | Analysis of Studies  
|        | TED Talk: Stuart Brown  

**Unit Objectives, students should be able to:**

- Define intelligence and list characteristics of how psychologists measure intelligence:
  - i. abstract vs. verbal measures;
  - ii. speed of processing.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Spearman, Gardner, Sternberg).
- Explain how psychologists design test, including standardization strategies & other techniques to establish reliability and validity.
- Interpret the meaning of scores in terms of the normal curve.
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
- Identify key contributors in intelligence research and testing (e.g., Binet, Galton, Gardner, Spearman, Sternberg, Terman, Wechsler).
### Unit: Individual Variations

**Themes/Concepts**
1. Biological Bases
2. Theories of Motivation
3. Hunger, Thirst, Sex, and Pain
4. Social Motives
5. Theories of Emotion
6. Stress

**Assessments**
- Multiple Choice Ques.
- Free Response Ques.
- Analysis of Studies
- TED Talk: Tony Robbins
- TED Talk: Mihaly Czikszentmihalyi

**Unit Objectives**
- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic vs. extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social).
- Discuss theories of stress and the effects of stress on psychological and physical wellbeing.
- Compare and contrast major theories of emotion (e.g., James-Lange, Cannon-Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., James, Kinsey, Maslow, Schachter, Selye).

### Unit: Developmental

**Themes/Concepts**
1. Life-Span Approach
2. Research Methods
3. Heredity-Environment Issues
4. Developmental Theories
5. Dimensions of Development
6. Sex Role, Sex Differences

**Assessments**
- Multiple Choice Ques.
- Free Response Ques.
- Analysis of Studies
- Video Supplement

**Unit Objectives**
- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Ainsworth, Bandura, Baumrind, Erikson, Freud, Gilligan, Harlow, Kohlberg, Lorenz, Piaget, Vygotsky).
# AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
College Board, 2010-1011, AP Psychology Course Description, National Standards for High School

## Unit: Developmental Psychology

<table>
<thead>
<tr>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heredity/Environment and Intelligence</td>
<td>Multiple Choice Ques.</td>
</tr>
<tr>
<td>Human Diversity</td>
<td>Free Response Ques.</td>
</tr>
<tr>
<td>Multiple Measurement</td>
<td>Analysis of Studies</td>
</tr>
<tr>
<td>TED Talk: Helen Fisher</td>
<td>TED Talk: Philip Zimbardo</td>
</tr>
</tbody>
</table>

**Unit Objectives, students should be able to:**
- Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity on the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic vs. individualistic cultures).
- Identify key contributors to personality theory (e.g., Adler, Bandura, Costa & McCrae, Freud, Jung, Maslow, Rogers).

## Unit: Applications of Psychological Science

<table>
<thead>
<tr>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions of Abnormality</td>
<td>Multiple Choice Ques.</td>
</tr>
<tr>
<td>Theories of Psychopathology</td>
<td>Free Response Ques.</td>
</tr>
<tr>
<td>Diagnosis of Psychopathology</td>
<td>Video Supplement</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
<td>Analysis of Studies</td>
</tr>
<tr>
<td>Somatoform Disorders</td>
<td></td>
</tr>
<tr>
<td>Mood Disorders</td>
<td></td>
</tr>
<tr>
<td>Schizophrenic Disorders</td>
<td></td>
</tr>
<tr>
<td>Organic Disorders</td>
<td></td>
</tr>
<tr>
<td>Personality Disorders</td>
<td></td>
</tr>
<tr>
<td>Dissociative Disorders</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Objectives, students should be able to:**
- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosehan study).
- Discuss the intersections between psychology and the legal system (e.g., confidentiality, insanity defense).
# AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
College Board, 2010-1011, AP Psychology Course Description, National Standards for High School

<table>
<thead>
<tr>
<th>Unit: Social Context</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
</table>
| Social Psychology   | Ch. 14 & 15 | 1. Treatment Approaches  
2. Modes of Therapy (individual/group)  
3. Community and Preventative Approaches | Multiple Choice Ques.  
Free Response Ques.  
Video Supplement  
Analysis of Studies |

Unit Objectives, students should be able to:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe the major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Identify major figures in psychological treatment (e.g., Beck, Ellis, Freud, Cover-Jones, Rogers, Skinner, Wolpe).
## AP Psychology Syllabus

**Resources:** Psychology 9th Edition, David Myers  
College Board, 2010-1011, AP Psychology Course Description, National Standards for High School

<table>
<thead>
<tr>
<th>Unit: Social Context</th>
<th>Myers</th>
<th>Themes/Concepts</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interactions</td>
<td>Ch. 16</td>
<td>1. Group Dynamics</td>
<td>Multiple Choice Ques.</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td>3. Interpersonal Perception</td>
<td>Video Supplement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Conformity, Compliance, Obedience</td>
<td>Analysis of Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Attitudes and Attitude Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Organization Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Aggression/Antisocial Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Unit Objectives, students should be able to:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in/out group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Describe the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Asch, Festinger, Milgram, Zimbardo).

Notes:

- In-order to complete the curriculum PRIOR to the AP Exam (1st week of May); Spring Semester will NOT have as many days to cover the curriculum.
- There will be additional times for review and instruction for both semester courses in the Spring of 2011.

References:

# Psychology Syllabus

<table>
<thead>
<tr>
<th>Unit Text Reference</th>
<th>Modules/Units</th>
<th>Assessments (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>1. Thinking About Psychology and Careers in Psychology</td>
<td>▪ Chapter Quiz ▪ Analysis of Studies</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>2. History and Perspectives</td>
<td></td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td>3. Nature and Nurture in Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Ch. 1 &amp; 2</strong></td>
<td>4. Research Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Psychology Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Unit Objectives, students should be able to:
- Analyze the important elements of the definition of psychology.
- Discuss what clinical psychologists do.
- Name types of academic psychologists, and explain basic research each might do.
- Name types of applied psychologists, and explain how they use psychological research.

| Biological Bases | **Sensation** | 1. Nervous System & the Endocrine System | ▪ Chapter Quiz ▪ Analysis of Studies |
|------------------|---------------|------------------------------------------|
| **Perception**   | 2. The Brain  |
| **Ch. 3 & 4**    | 3. Sensation  |
|                  | 4. Perception |

Unit Objectives, students should be able to:
1. Identify and describe the functions of the parts of the neuron.
2. Explain the process of neural transmission.
3. Explain the roles of neurotransmitters in neural transmission.
4. Identify and describe the divisions of the nervous system.
5. Discuss the nature and function of endocrine system communication.
6. Define and apply the basic principles of sensation: thresholds, signal detection, sensory adaptation, and selective attention.
7. Explain how structures and receptor cells in the eye work together to detect light waves and change them into neural impulses.
8. Describe how the trichromatic theory and opponent-process theory explain color vision.
9. Name the structures of the ear, and describe how they work to detect sound waves and change them to neural impulses.
10. Explain how receptor cells in the nose, tongue, and skin allow us to sense smells, tastes, and touch.

| Consciousness | **Intelligence** | 1. Sleep, Dreams, and Body Rhythms | ▪ Chapter Quiz ▪ Analysis of Studies |
|---------------|-----------------|-----------------------------------|
| **Ch. 11 & 12** | 2. Hypnosis     |
|                | 3. Drugs        |
|                | 4. Thinking and Language |
|                | 5. Intelligence and Intelligence Testing |

Unit Objectives, students should be able to:
1. Define consciousness, and identify the different body rhythms humans experience.
2. Explain why we sleep and the effects of sleep deficits.
3. Discuss the stages of sleep and the paradoxical nature of REM.
4. Explain the four modern explanations of dreaming.
5. Describe common sleep disorders.
6. Explain how concepts are formed.
7. Identify categories of problem-solving strategies and obstacles to solving problems.
8. Define the building blocks of language.
9. Discuss evidence for competing psychological theories of language acquisition.
# Psychology Syllabus

**Learning Memory**
- Ch. 9 & 10
  1. Classical Conditioning
  2. Operant Conditioning
  3. Observational Learning
  4. Information Processing
  5. Forgetting and Memory Construction

**Unit Objectives**
- students should be able to:
  1. Use the classical conditioning model to explain an example of a classically conditioned response.
  2. Describe the sequence of the classical conditioning processes: acquisition, extinction, and spontaneous recovery.
  3. Describe how Ivan Pavlov discovered classical conditioning.
  4. Define the concepts of generalization and discrimination.
  5. Explain the behaviorist perspective, as described by John Watson.
  6. Discuss recent research findings indicating that cognition and biological predispositions are involved in some classically conditioned responses.
  7. Discuss the factors and techniques that influence whether information is encoded into memory.
  8. Explain how memories pass through the sensory, short-term, and long-term memory stages.
  9. Identify and explain biological processes related to how memories are stored in the brain.
  10. Discuss the factors influencing how memories are retrieved.

**Motivation Emotion Stress**
- Ch. 5 & 6
  1. Motivation
  2. Emotion
  3. Effects of Stress
  4. Promoting Wellness

**Unit Objectives**
- students should be able to:
  1. Explain the limitations of early motivation theories (such as instinct and drive reduction theory).
  2. Apply the concept of optimal level of arousal and the concept of homeostasis to examples of motivation.
  3. Define intrinsic motivation and extrinsic motivation, and explain the advantages of intrinsic motivation.
  4. Discuss how Abraham Maslow’s hierarchy of needs and Henry Murray’s achievement motivation theory describe motivation.
  5. Explain the physiological factors and the environmental factors that control hunger.
  6. Define stressor and stress reaction, and explain the focus of health psychology.
  7. Explain the physical reaction to stressors.
  8. List the three types of stressors, and categorize examples of stressors correctly.
  9. Discuss the effects of perceived control and optimism and pessimism on stress reactions.
  10. Discuss the effects of stress on cancer and heart disease.
Psychology Syllabus

### Developmental Psychology

Ch. 7 & 8

1. Prenatal and Childhood Development
2. Adolescence
3. Adulthood and Aging
4. Psychodynamic & Humanistic Perspectives
5. Trait and Social-Cognitive Perspectives on Personality

- Chapter Quiz
- Analysis of Studies

**Unit Objectives, students should be able to:**
1. Describe human development from conception to the newborn stage.
2. Explain how developing neural networks affect motor development and cognitive development in infancy and childhood.
3. Use Jean Piaget’s theory of cognitive development to describe how children think at specific cognitive stages.
4. Predict the probably effect of different attachment types and parenting styles.
5. Discuss the research on physical, cognitive, and social-emotional development of infants and children using the three key developmental issues.
6. Describe Sigmund Freud’s psychodynamic perspective on personality.
7. Explain how later psychodynamic theorists assessed personality and the new concepts added to psychodynamic theory by the neo-Freudians.
8. Evaluate the validity of Freud’s theory using contemporary research findings.
9. Describe the humanistic perspective on personality.
10. Evaluate the validity of the humanistic perspective on personality using contemporary research findings.

### Psychological Disorders

Therapy

Ch. 13 & 14

1. Introduction to Psychological Disorders
2. Anxiety and Mood Disorders
3. Dissociative, Schizophrenic, & Personality Disorders
4. Psychological Therapies
5. Biomedical Therapies

- Chapter Quiz
- Analysis of Studies

**Unit Objectives, students should be able to:**
1. Define what a psychological disorder is and the criteria used to judge psychologically disordered behaviors.
2. Explain the development and influence of the medical model of psychological disorders.
3. Discuss the different components of the biopsychosocial approach to psychological disorders.
4. Explain the purpose, uses, and criticisms of Diagnostic and Statistical Manual of Mental Disorders (DSM).
5. Discuss the benefit and potential dangers of diagnostic labels.
6. Define psychotherapy in general and Sigmund Freud’s psychoanalytic theory in particular.
7. Discuss the assumptions of humanistic theory.
8. Explain how behavior therapy applies the principles of classical conditioning and operant conditioning.
9. Discuss the basis of cognitive therapy and cognitive-behavior therapy.
10. Explain the advantages of group therapy and when group therapy is most often used.

### Social Psychology

Ch. 15

1. Social Thinking and Social Influence
2. Social Relations
3. Cross-Cultural Psychology

- Chapter Quiz
- Analysis of Studies

**Unit Objectives, students should be able to:**
1. Describe how attribution theory predicts the way we explain the behavior of others.
2. Discuss how attitudes can affect actions and how action can affect attitudes.
3. Explain research findings related to conformity and obedience.
4. Describe how being in the presence of others can affect performance, self-awareness, and self-restraint.
5. Discuss how group membership affects thinking and decision making.