

COURSE TITLE: AP PSYCHOLOGY 2107350

DEPARTMENT: Social Studies

COURSE OVERVIEW: Through the study of psychology, students acquire an understanding of an appreciation for human behavior, behavior interaction and progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. This course teaches ethics and research methods used in psychological science and practice.

Grading Scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

Student Evaluation:

Summative: Test, projects, writings 60%

Formative: Homework, classwork 40%

Teacher Resources

1. TEXTBOOK USED: *Psychology: Themes & Variations* 9th Edition, Weiten, W. Belmont, CA:Wadworth/Thompson
2. Bolt, Martin. Instructor's Resource Manual. New York: Worth, 2001.
3. Weiten, Wayne. Instructor's Resource Manual. New York: Wadworth, 2004.
4. Power Points as provided with the textbook.
5. Textbook website: <http://psychology.wadsworth.com>
6. Test bank provided with the textbook
7. Discovering Psychology Video Series, Annenburg/CPS, 2001.
8. *Barron's How to Prepare for the AP Psychology Examination*, McEntarffer, Robert., Weseley, Allyson, J., (2004). Hauppauge, NY:Barron's Educational Series, Inc.
9. Membership in APA.
10. The 1999 and the 2004 released AP Psychology exam and other support materials provided by College Board..

AP PSYCHOLOGY SYLLABUS

			(Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 1-2	The Evolution of Psychology	<p style="text-align: center;">History & Approaches</p> <p>A. Logic, Philosophy, and History of Science</p> <p>B. Approaches/Perspectives</p> <ol style="list-style-type: none"> 1. Biological 2. Behavioral 3. Cognitive 4. Humanistic 5. Psychodynamic 6. Sociocultural 7. Evolutionary/sociobiological 	<ul style="list-style-type: none"> ▪ Define psychology and trace its historical development. ▪ Compare and contrast the psychological perspectives. ▪ Explain the theories and contributions of Charles Darwin, Wilhelm Wundt, William James, Sigmund Freud, John B. Watson, B.F. Skinner, Abraham Maslow, Carl Rogers, and Jean Piaget. ▪ Define and explain applied psychology, behavior, empiricism, humanism, behaviorism, psychoanalysis, cognitive psychology, biomedical psychology, introspection, theory, and stimulus. 	<p>Read & present textbook chapter 1 <i>The Evolution of Psychology</i></p> <p>Complete vocabulary note cards</p> <p>Present lecture w/ PowerPoint</p> <p>Student note-taking</p> <p>Complete daily reading quizzes</p> <p>Complete learning objectives</p> <p>Essay pre-writes</p> <p>Web-site assignment</p> <p>Famous people oral presentations</p> <p>M/C & Essay test chapter 1</p>
Week 3-4	The Research Enterprise in Psychology	<p style="text-align: center;">Research Methods & Ethics</p> <p>A. Experimental, Correlational, and Clinical Research</p> <ol style="list-style-type: none"> 1. Correlational (e.g., observational, survey, clinical) 2. Experimental <p>B. Statistics</p> <ol style="list-style-type: none"> 1. Descriptive 2. Inferential <p>C. Ethics in Research</p>	<ul style="list-style-type: none"> ▪ Identify basic and applied research subfields of psychology. ▪ Identify basic elements of an experiment (variables, groups, sampling, population, etc.). ▪ Compare and contrast research methods (case, survey, naturalistic observation). ▪ Explain correlational studies. ▪ Describe the three measures of central tendency and measures of variation. ▪ Discuss the ethics of animal and human research. ▪ Discuss the contributions by Neal Miller, Robert Rosenthal and Stanley Schachter. ▪ Define and explain independent and dependant variable, control and experimental groups. 	<p>Read & present textbook chapter 2 <i>The Research Enterprise in Psychology</i></p> <p>Complete vocabulary note cards</p> <p>Present lecture w/ PowerPoint</p> <p>Student note-taking</p> <p>Complete daily reading quizzes</p> <p>Complete learning objectives</p> <p>Essay pre-writes</p> <p>Web-site assignment</p> <p>Data survey activity</p> <p>M/C & Essay test chapter 2</p>
Week 5-6	The Biological Bases of Behavior	<p style="text-align: center;">The Biological Bases of Behavior</p> <ol style="list-style-type: none"> A. Physiological Techniques (e.g., imaging, surgical) B. Neuroanatomy C. Functional Organization of Nervous System D. Neural Transmission E. Endocrine System F. Genetics 	<ul style="list-style-type: none"> ▪ Describe the structure of a neuron and explain neural impulses. ▪ Describe neuron communication and discuss the impact of neurotransmitters. ▪ Classify and explain major divisions of the nervous system. ▪ Describe the functions of the brain structures (thalamus, cerebellum, limbic system, etc.). ▪ Identify the four lobes of the cerebral cortex and their functions. ▪ Discuss the association areas. ▪ Explain the split-brain studies. 	<p>Read & present textbook chapter 3/6 <i>The Biological Bases of Behavior</i></p> <p>Complete vocabulary note cards</p> <p>Present lecture w/ PowerPoint</p> <p>Student note-taking</p> <p>Complete daily reading quizzes</p> <p>Complete learning objectives</p> <p>Essay pre-writes</p> <p>Web-site assignment</p> <p>Brain cap activity</p> <p>Play dough brain activity</p>

			<ul style="list-style-type: none"> Describe the nature of the endocrine system and its interaction with the nervous system. Discuss the contribution of James Olds and Roger Sperry. 	Right/left brain activity M/C & Essay test chapter 3
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 7-8	Sensation & Perception	<p>Sensation & Perception</p> <p>A. Thresholds B. Sensory Mechanisms C. Sensory Adaptation D. Attention E. Perceptual Processes</p>	<ul style="list-style-type: none"> Contrast the processes of sensation and perception. Distinguish between absolute and difference thresholds. Label a diagram of the parts of the eye and ear. Describe the operation of the sensory systems (five senses). Explain the Young-Helmholtz and opponent-process theories of color vision. Explain the place and frequency theories of pitch perception. Discuss Gestalt psychology's contribution to our understanding of perception. Discuss research on depth perception and cues. Discuss the contributions of David Hubel and Torsten Wiesel. Define and explain Weber's Law and Fechner's Law. 	<p>Read & present textbook chapter 4/8</p> <p><i>Sensation & Perception</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Music perception activity Absolute threshold activity M/C & Essay test chapter</p>
Week 9-10	Variations in Consciousness	<p>States in Consciousness</p> <p>A. Sleep and Dreaming B. Hypnosis C. Psychoactive Drug Effects</p>	<ul style="list-style-type: none"> Describe the cyclical nature and possible functions of sleep. Identify the major sleep disorders. Discuss the content and possible functions of dreams. Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses. Discuss the nature of drug dependence. Chart names and effects of depressants, stimulants, and hallucinogenic drugs. Compare differences between NREM and REM. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens. Discuss the contributions of Hilgard, Hobson and Barber. Define and explain hypnosis, meditation, night terror, lucid dreams, insomnia and sleep apnea. 	<p>Read & present textbook chapter 5/7</p> <p><i>Variations in Consciousness</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Dream analysis activity Stream of consciousness activity M/C & Essay test chapter 5</p>

DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 11-12	Learning	Learning A. Biological Factors B. Classical Conditioning C. Operant Conditioning D. Social Learning E. Cognitive Processes in Learning	<ul style="list-style-type: none"> ▪ Describe the process of classical conditioning (Pavlov's experiments). ▪ Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination. ▪ Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments. ▪ Identify the different types of reinforcers and describe the schedules of reinforcement. ▪ Discuss the importance of cognitive processes and biological predispositions in conditioning. ▪ Discuss the effects of punishment on behavior. ▪ Describe the process of observational learning (Bandura's experiments). ▪ Define and explain conditioned stimulus, conditioned response, conditioned stimulus, conditioned response, neutral stimulus. 	Read & present textbook chapter 6/9 <u>Learning</u> Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Behavior modification activity M/C & Essay test chapter
Week 13-14	Human Memory	Cognition A. Memory	<ul style="list-style-type: none"> ▪ Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory. ▪ Distinguish between automatic and effortful processing. ▪ Explain the encoding process (including imagery, organization, etc.). ▪ Describe the capacity and duration of long-term memory. ▪ Distinguish between implicit and explicit memory. ▪ Describe the importance of retrieval cues. ▪ Discuss the effects of interference and motivated forgetting on retrieval. 	Read & present textbook chapter 7/10 <u>Human Memory</u> Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Memory activities: visual/auditory M/C & Essay test chapter 7

			<ul style="list-style-type: none"> Describe the evidence for the constructive nature of memory. Discuss the contributions of Lockhart, Ebbinghaus, Miller, and Johnson. 	
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 15-16	Language & Thought	Cognition A. Language B. Thinking C. Problem Solving and Creativity	<ul style="list-style-type: none"> Describe the nature of concepts and the role of prototypes in concept formation. Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems. Explain how the representativeness and availability heuristics influence our judgments. Describe the structure of language (phonemes, morphemes, grammar). Identify language developmental stages (babbling, one word, etc.). Explain how the nature-nurture debate is illustrated in the theories of language development. Discuss Whorf's linguistic relativity hypothesis. Describe the research on animal cognition and communication. Discuss Chomsky, Skinner, Savage-Rumbaugh and Simon. Define cognition, mental set, algorithm, semantics and functional fixedness. 	<p>Read & present textbook chapter 8/11</p> <p><i>Language & Thought</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Heuristic/algorithm activity M/C & Essay test chapter 8</p>
Week 17-18	Intelligence & Psychological Testing	Testing & Individual Differences A. Standardization and Norms B. Reliability and Validity C. Types of Tests D. Ethics and Standards in Testing E. Intelligence F. Heredity/Environment and Intelligence G. Human Diversity	<ul style="list-style-type: none"> Trace the origins of intelligence testing. Describe the nature of intelligence. Identify the factors associated with creativity. Distinguish between aptitude and achievement tests. Describe test standardization. Distinguish between the reliability and validity of intelligence tests. Describe the two extremes of the normal distribution of intelligence. 	<p>Read & present textbook chapter 9/13</p> <p><i>Intelligence & Psychological Testing</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives</p>

			<ul style="list-style-type: none"> ▪ Discuss evidence for both genetic and environmental influences on intelligence. ▪ Discuss whether intelligence tests are culturally biased. ▪ Discuss Binet, Terman, Wechsler and Gardner. ▪ Define and explain fluid intelligence, mental age, emotional intelligence, intelligent quotient, validity and reliability. 	<p>Essay pre-writes Web-site assignment Sample IQ assessment M/C & Essay test chapter 9</p>
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 19-20	Motivation & Emotion	<p>Motivation & Emotion</p> <p>A. Biological Bases B. Theories of Motivation C. Hunger, Thirst, Sex, and Pain D. Social Motives E. Theories of Emotion F. Sex Roles, Sex Differences</p>	<ul style="list-style-type: none"> ▪ Define motivation and identify motivational theories. ▪ Describe the physiological determinants of hunger. ▪ Discuss psychological and cultural influences on hunger. ▪ Define achievement motivation, including intrinsic and extrinsic motivation. ▪ Identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer). ▪ Describe the physiological changes that occur during emotional arousal. ▪ Discuss the catharsis hypothesis. ▪ Discuss the contributions of Buss, Masters & Johnson. ▪ Define and explain androgens, estrogens, sexual motivation, set point theory. 	<p>Read & present textbook chapter 10/12</p> <p><i>Motivation & Emotion</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Food presentation activity M/C & Essay test chapter 10</p>
Week 21-22	Human Development across the Life Span	<p>Developmental Psychology</p> <p>A. Life-Span Approach B. Research Methods (e.g., longitudinal, cross-sectional) C. Heredity-Environment Issues D. Developmental Theories E. Dimensions of Development</p> <ol style="list-style-type: none"> 1. Physical 2. Cognitive 3. Social 4. Moral 	<ul style="list-style-type: none"> ▪ Discuss the course of prenatal development. ▪ Illustrate development changes in physical, social, and cognitive areas. ▪ Discuss the effect of body contact, familiarity, and responsive parenting on attachments. ▪ Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development. ▪ Describe the theories of Piaget, Erikson, and Kohlberg. ▪ Describe the early development of a self-concept. ▪ Distinguish between longitudinal and cross-sectional studies. 	<p>Read & present textbook chapter 11/3</p> <p><i>Human Development across the Life Span</i></p> <p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Stages & Ages Chart Life Story Project</p>

			<ul style="list-style-type: none"> Define and explain age of viability, egocentrism, fetal alcohol syndrome, gender roles and gender differences. 	M/C & Essay test chapter 11
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 23-24	Personality Theory Research & Assessment	Personality A. Personality Theories and Approaches B. Assessment Techniques C. Self-concept, Self-esteem D. Growth and Adjustment	<ul style="list-style-type: none"> Describe personality structure in terms of the interactions of the id, ego, and superego. Explain how defense mechanisms protect the individual from anxiety. Describe the contributions of the neo-Freudians. Explain how personality inventories are used to assess traits. Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth. Describe the impact of individualism and collectivism on self-identity. Describe the social-cognitive perspective on personality. Discuss the consequences of personal control, learned helplessness, and optimism. Discuss the contributions of Adler, Rogers, Bandura, Jung, Piaget, Skinner and Eysenck. Define and explain id, ego superego, projection, regression, repression, self efficacy, archetypes, introverts and extroverts. 	Read & present textbook chapter 12/14 <u>Personality Theory Research & Assessment</u> Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Personality assessment activity M/C & Essay test chapter 12
Week	Stress Coping & Health	A. Stress	<ul style="list-style-type: none"> Describe the biological response to stress. Discuss contributions by Hans Selye, Ellis, Cannon, Friedman and Rosenman. 	Read & present textbook chapter 13/15 <u>Stress Coping & Health</u>

			<ul style="list-style-type: none"> Define and explain the four types of conflict. Fight or flight responses, general adaptation syndrome, learned helplessness, and types of personalities. 	<p>Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Stress Dot activity M/C & Essay test chapter 13</p>
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 25-26	Psychological Disorders	<p>Abnormal Psychology</p> <p>A. Definitions of Abnormality B. Theories of Psychopathology C. Diagnosis of Psychopathology D. Anxiety Disorders E. Somatoform Disorders F. Mood Disorders G. Schizophrenic Disorders H. Organic Disorders I. Personality Disorders J. Dissociative Disorders</p>	<ul style="list-style-type: none"> Identify the criteria for judging whether behavior is psychologically disordered. Describe the medical model of psychological disorders. Describe the aims of DSM-IV, and discuss the potential dangers of diagnostic labels. Describe the symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder, and posttraumatic stress disorder. Describe and explain the development of somatoform and mood disorders. Describe the various symptoms and types of schizophrenia. Describe the characteristics and possible causes of dissociative disorders. Discuss contributions of Rosenhan and Seligman. 	<p>Read & present textbook chapter 14/16 <u>Psychological Disorders</u> Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Mental Health Day Project M/C & Essay test chapter 14</p>
Week 27-28	Treatment of Psychological Disorders	<p>Treatment of Psychological Disorders</p> <p>A. Treatment Approaches</p> <p>1. Insight Therapies: Psychodynamic/Humanistic Approaches 2. Behavioral Approaches</p>	<ul style="list-style-type: none"> Discuss the aims and methods of psychoanalysis. Identify the basic characteristics of the humanistic therapies. Identify the basic assumptions of behavior therapy. Describe the assumptions and goals of the cognitive therapies. 	<p>Read & present textbook chapter 15/17 <u>Treatment of Psychological Disorders</u> Complete vocabulary note cards Present lecture w/ PowerPoint</p>

		<p>3. Cognitive Approaches B. Modes of Therapy (e.g., individual, group) C. Community and Preventive Approaches 4. Biological Approaches</p>	<ul style="list-style-type: none"> ▪ Discuss the benefits of group therapy and family therapy. ▪ Discuss the findings regarding the effectiveness of the psychotherapies. ▪ Discuss the role of values and cultural differences in the therapeutic process. ▪ Identify the common forms of drug therapy and the use of electroconvulsive therapy. ▪ Discuss Contributions of Freud, Wolpe, Beck, Rogers, Skinner and Watson. ▪ Define and explain transference, free association, resistance and systematic desensitization. 	<p>Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Therapy Project M/C & Essay test chapter 15</p>
DATES	UNIT TITLE	CONTENT	OBJECTIVES (Empirical supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.)	ASSIGNMENTS AND RESOURCES USED TO ANALYZE AND INTERPRET DATA
Week 29-30	Social Psychology	<p>Social Psychology A. Group Dynamics B. Attribution Processes C. Interpersonal Perception D. Conformity, Compliance, Obedience E. Attitudes and Attitude Change F. Organizational Behavior G. Aggression/Antisocial Behavior</p>	<ul style="list-style-type: none"> ▪ Describe the importance of attribution in social behavior. ▪ Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory. ▪ Discuss the results of Asch's experiment on conformity. ▪ Describe Milgram's controversial experiments on obedience. ▪ Discuss how group interaction can facilitate group polarization and groupthink. ▪ Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination. ▪ Discuss the issues related to aggression and attraction. ▪ Explain altruistic behavior in terms of social exchange theory and social norms. ▪ Discuss the contributions by David Buss. ▪ Define and explain group think, group polarization, bystander effect, collectivism, social schemas, stereotypes, discrimination and prejudice. 	<p>Read & present textbook chapter 16/19 <u>Social Behavior</u> Complete vocabulary note cards Present lecture w/ PowerPoint Student note-taking Complete daily reading quizzes Complete learning objectives Essay pre-writes Web-site assignment Stanford Prison Video Famous people activity Famous experiments M/C & Essay test chapter 16</p>

Week 31	Review	Review		Review Projects
Week 32	AP TEST	Test		Practice AP Test & AP Exam