

Advanced Placement Psychology Syllabus

2021-2022

Scoring Components and Their Associated Page(s)

- SC1 The course provides instruction in history and approaches. 3
- SC2 The course provides instruction in research methods used in psychological science, practice and ethics. 4
- SC3 The course provides instruction in biological bases of behavior. 5
- SC4 The course provides instruction in sensation. 6, 7
- SC5 The course provides instruction in perception. 6, 7
- SC6 The course provides instruction in states of consciousness. 8
- SC7 The course provides instruction in learning. 9
- SC8 The course provides instruction in cognition. 10
- SC9 The course provides instruction in motivation. 11, 12, 13
- SC10 The course provides instruction in emotion. 11, 12, 13
- SC11 The course provides instruction in developmental psychology. 13, 14
- SC12 The course provides instruction in personality. 14, 15
- SC13 The course provides instruction in testing and individual differences. 15
- SC14 The course provides instruction in abnormal psychology. 16, 17
- SC15 The course provides instruction in treatment of psychological disorders and ethics used in psychological practice. 17
- SC16 The course provides instruction in social psychology. 18, 19
- SC17 As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.
- 2, 3, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18

Advanced Placement Psychology Syllabus 2021-2022

Class Description: The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. A variety of activities, demonstrations, and projects will be provided to meet this goal of instructing scientific and empirical approaches. [SC17]

Course Objectives:

1. Students will prepare to do acceptable work on the AP Psychology Exam.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives such as how to best study for tests.
4. Students will develop critical thinking skills and effective writing skills to improve their communication.

Textbook:

Bernstein, Douglas A., Penner, Louis A., Clarke-Stewart, Alison, and Roy, Edward J.. (2006). Psychology, 7th ed. Boston, MA: Houghton Mifflin Company

Teacher Resources:

Slife, Brent. (2013). Taking Sides: Clashing Views in Psychological Issues, 17th ed. New York, NY: McGraw Hill

Hart-Davis, Adam. (2015). Pavlov's Dog: Groundbreaking Experiments in Psychology, New York, NY: Sterling Publishing

Marcus, Gary e.d.. (2006). The Norton Psychology Reader, New York, NY: W.W. Norton & Company

Homework Expectations:

Ample notice will be given for any assignment, quiz, or exam. The amount of work depends on the unit being covered in class. Vocabulary terms are also given for each unit. Quizzes may be administered. Exams will be given at the end of each unit. Other assignments given to students include class presentations, group projects, and papers. These assignments vary with the unit being covered.

Required Materials:

- Paper and pencil
- Red pen
- Index cards
- Charged Chromebook (supplied by the school)

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Unit 1: History of Psychology and an Introduction to the Various Perspectives

Length: 1 week

Standards, as dictated by the College Board, 2014:

- A. Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- B. Describe and compare different theoretical approaches in explaining behavior:
 - a. Structuralism, functionalism, and behaviorism in the early years
 - b. Gestalt, psychoanalytic/psychodynamic, and humanism emerging later
 - c. Evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches
- C. Recognize the strengths and limitations of applying theories to explain behavior
- D. Distinguish the different domains of psychology

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|-------------------|-------------------|-------------------------------|
| i. Biological | ii. Experimental | iii. Cognitive |
| iv. Human factors | v. Clinical | vi. Industrial Organizational |
| vii. Counseling | viii. Personality | ix. Developmental |
| x. Psychometric | xi. Educational | xii. Social |

- E. Identify major historical figures in psychology and their contributions

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|------------------------|------------------------------|---------------------|
| i. Mary Whiton Calkins | ii. Jean Piaget | iii. Charles Darwin |
| iv. Carl Rogers | v. Sigmund Freud | vi. B.F. Skinner |
| vii. G. Stanley Hall | viii. Margaret Floy Washburn | ix. William James |
| x. John B. Watson | xi. Ivan Pavlov | xii. Wilhelm Wundt |

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Unit 2: Research Methods

Length: 2 weeks

Standards, as dictated by the College Board, 2014:

- A.** Differentiate types of research, the purpose, and strengths and weaknesses of each

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|------------------------------|---------------------------|----------------------|
| i. Experiments | ii. Correlational Studies | iii. Survey Research |
| iv. Naturalistic Observation | v. Case Studies | |

- B. 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)
- C. Identify the following variables in experimental designs: Independent, dependent, confounding, and control
- D. Distinguish between random assignment of participants to conditions in experiments and random selection of participants primarily in correlational studies and surveys
- E. Predict validity of behavioral expectations based on the quality of research design (e.g. confounding

variables limit confidence in research conclusions)

- F. Distinguish the purpose of: descriptive statistics and inferential statistics
- G. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics, (e.g. measures of central tendency, standard deviation)
- H. Discuss the value of reliance on operational definitions and measurement in behavioral research
- I. Identify how ethical issues inform and constrain research practices
- J. 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

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Unit 3: Biological Bases of Behavior

Length: 2 Weeks

Standards, as dictated by the College Board, 2014:

- A. Identify basic processes and systems: parts of the neuron and process of transmission of a signal between neurons
- B. Discuss the influence of drugs on neurotransmitters (e.g. reuptake, mechanisms, agonists, antagonists)
- C. Discuss the effect of the endocrine system on behavior
- D. Describe the nervous system and its subdivisions and functions:
 - a. Central and peripheral nervous systems;
 - b. Major brain regions, lobes, and cortical areas;
 - c. Brain lateralization and hemispheric specialization
- E. Discuss the role of neuroplasticity in traumatic brain injury
- F. Recount historic and contemporary research strategies and technologies that support research (e.g. case studies, split-brain research, imaging techniques)
- G. Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- H. Predict how traits and behavior can be selected for their adaptive value
- I. Identify key contributors:

i. Paul Broca

ii. Charles Darwin

iii. Michael Gazzaniga

iv. Roger Sperry

v. Carl Wernicke

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Unit 4: Sensation and Perception

Length: 2 Weeks

Standards, as dictated by the College Board, 2014:

- A. Discuss the basic principles of sensory transduction, including
 - i. Absolute threshold
 - ii. Difference threshold
 - iii. Signal detection
 - iv. Sensory adaptation
- B. 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.
- C. Explain common sensory disorders (e.g. visual and hearing impairments)
- D. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g. Gestalt principles, depth perception)
- E. Discuss how experience and culture can influence perceptual processes (e.g. perceptual set, context effects)
- G. Explain the role of top-down processing in producing vulnerability to illusion
- H. Discuss the role of attention in behavior
- I. Challenge common beliefs in parapsychological phenomena
- J. Identify the major historical figures in sensation and perception
 - i. Gustav Fechner
 - ii. David Hubel
 - iii. Ernst Weber
 - iv. Torsten Wiesel

Unit 5: States of Consciousness

Length: 1 week

Standards, as dictated by the College Board, 2014:

- A. Describe the various states of consciousness and their impact on behavior
- B. Discuss aspects of sleep and dreaming
 - i. Stages and characteristics of the sleep cycle
 - ii. Theories of sleep and dreaming
 - iii. Symptoms and treatments of sleep disorders
- C. Describes historic and contemporary uses of hypnosis (e.g. pain control, psychotherapy)
- D. Explain hypnotic phenomena (e.g. suggestibility, dissociation)
- E. Analyze why psychologists are suspicious of hypnotically enhanced memories
- F. Identify the major psychoactive drug categories (e.g. depressants, stimulants)
- G. Classify specific drugs and their effects
- H. Discuss drug dependence, addiction, tolerance, and withdrawal
- I. Identify the major figures in consciousness research (e.g. William James, Sigmund Freud, Ernest Hilgard)

Unit 6: Learning

Length: 2 weeks

Standards, as dictated by the College Board, 2014:

- A. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g. contingencies)
- B. Describe basic classical conditioning phenomena, such as
 - i. Acquisition
 - ii. Generalization
 - iii. Extinction
 - iv. Discrimination
 - v. Spontaneous recovery
 - vi. Higher-Order Learning
- C. Predict the effects of operant conditioning
 - i. Positive reinforcement
 - ii. Negative reinforcement
 - iii. Punishment
- D. Predict how practice, schedules of reinforcement, and motivation will influence quality of learning
- E. Interpret graphs that exhibit the results of learning experiments
- F. Provide examples of how biological constraints create learning predispositions
- G. Describe the essential characteristics of insight learning, latent learning, and social learning
- H. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness
- I. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavior problems.
- J. Identify key contributors in the psychology of learning:
 - i. Albert Bandura
 - ii. B.F. Skinner
 - iii. John Garcia
 - iv. Edward Thorndike
 - v. Ivan Pavlov
 - vi. Edward Tolman
 - viii. Robert Rescorla
 - ix. John B. Watson

Unit 7: Cognition

Length: 2 weeks

Standards, as dictated by the College Board, 2014:

- A. Compare and contrast various cognitive processes
 - i. Effortful vs. automatic processing ii. Deep vs. shallow processing iii. Focus vs. divided attention
- B. Describe and differentiate psychological and physiological systems of memory (e.g. short-term memory, procedural memory)
- C. Outline the principles that underlie effective encoding, storage, and construction of memories
- D. Describes strategies for memory improvement
- E. Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language
- F. Identify problem-solving strategies as well as factors that influence their effectiveness
- G. List the characteristics of creative thought and creative thinkers
- H. Identify key contributors in cognitive psychology
 - i. Noam Chomsky ii. Hermann Ebbinghaus iii. Wolfgang Köhler
 - iv. Elizabeth Loftus v. George A. Miller

Unit 8: Motivation and Emotion

Length: 2 Weeks

Standards, as dictated by the College Board, 2014:

- A. Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g. instincts, incentives, intrinsic versus extrinsic motivation)
- B. Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis
- C. Compare and contrast motivational theories (e.g. drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each
- D. Describe classical research findings in specific motivation systems (e.g. eating, sex, social)
- E. Discuss theories of stress and the effects of stress on psychological and physical well-being
- F. Compare and contrast major theories of emotion (e.g. James-Lange, Cannon-Bard, Schachter two-factor theory)
- I. Describe how cultural influences shape emotional expression, including variations in body language
- J. Identify key contributors in the psychology of motivation and emotion

i. William James

ii. Alfred Kinsey

iii. Abraham Maslow

iv. Stanley Schachter

v. Hans Selye

Unit 9: Developmental Psychology

Length: 3 weeks

Standards, as dictated by the College Board, 2014:

- A. Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior
- B. Explain the process of conception and gestation, including factors that influence successful fetal development (e.g. nutrition, illness, substance abuse).
- C. Discuss the maturation of motor skills
- D. Describe the influence of temperament and other social factors on achievement and appropriate socialization
- E. Explain the maturation of cognitive abilities (e.g. Piaget's stages, information processing)
- F. Compare and contrast models of moral development (e.g. Kohlberg, Gilligan)

- G. Discuss maturational challenges in adolescence, including related family conflicts
- H. Explain how parenting styles influence development
- I. Characterize the development of decisions related to intimacy as people mature
- J. Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function
- K. Describe how sex and gender influence socialization and other aspects of development
- L. Identify key contributors in developmental psychology

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|-----------------------|--------------------|---------------------|
| i. Mary Ainsworth | ii. Harry Harlow | iii. Albert Bandura |
| iv. Lawrence Kohlberg | v. Diana Baumrind | vi. Konrad Lorenz |
| vii. Erik Erikson | viii. Jean Piaget | ix. Sigmund Freud |
| x. Lev Vygotsky | xi. Carol Gilligan | |

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Unit 10: Personality

Length: 2 weeks

Standards, as dictated by the College Board, 2014:

- A. Compare and contrast the major theories and approaches to explaining personality, such as

i. Psychoanalytic	ii. Trait	iii. Humanist
iv. Social Cognition	v. Cognitive	vi. Behavioral
- B. Describe and compare research methods (e.g. case studies, surveys) that psychologists use to investigate personality
- C. Identify frequently used assessment strategies (e.g. Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT], and evaluate relative test quality based on reliability and validity of the instruments
- D. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g. collectivistic versus individualistic cultures)
- E. Identify key contributors to personality theory:

i. Alfred Adler	ii. Carl Jung	iii. Paul Costa and Robert McCrae
iv. Abraham Maslow	v. Sigmund Freud	vi. Carl Rogers

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Unit 11: Testing and Individual Differences

Length: 1 week

Standards, as dictated by the College Board, 2014:

- A. Define intelligence and list characteristics of how psychologists measure intelligence.
 - a. Abstract versus verbal measures
 - b. Speed of processing
- B. Discuss how culture influences the definition of intelligence
- C. Compare and contrast historic and contemporary theories of intelligence
 - i. Charles Spearman
 - ii. Howard Gardner
 - iii. Robert Sternberg
- D. Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity
- E. Interpret the meaning of scores in terms of the normal curve
- F. Describe the relevant labels related to intelligence testing (e.g. gifted, cognitively disabled)
- K. Debate the appropriate testing practices, particularly in relation to culture-fair test uses
- L. Identify key contributors in intelligence research and testing
 - i. Francis Galton
 - ii. Robert Sternberg
 - iii. Charles Spearman
 - iv. Louis Terman
 - v. Howard Gardner
 - vi. David Wechsler

Unit 12: Abnormal Behavior

Length: 2 weeks

Standards, as dictated by the College Board, 2014:

- A. Describe contemporary and historical conceptions of what constitutes psychological disorders
- B. Recognize the use of the most recent version of the DSM published by the APA as the primary reference for making diagnostic judgments
- C. Discuss the major diagnostic categories (those listed below and their corresponding symptoms):
 - i. Anxiety disorders
 - ii. OCD and related disorders
 - iii. Bipolar and related disorders
 - iv. Personality disorders
 - v. Depressive disorders
 - vi. Schizophrenia spectrum
 - vii. Dissociative disorders
 - viii. Other psychotic disorders
 - ix. Feeding and eating disorders
 - x. Somatic symptoms
 - xi. Neurodevelopmental disorders
 - xii. Trauma and stress disorders
 - xiii. Neurocognitive disorders
- D. Evaluate the strengths and limitations of various approaches to explaining psychological disorders
 - i. Medical model
 - ii. Cognitive
 - iii. Psychoanalytic
 - iv. Biological
 - v. Humanistic
 - vi. Sociocultural
- E. Identify the positive and negative consequences of diagnostic labels (e.g. the Rosenhan study)
- F. Discuss the intersection between psychology and the legal system (e.g. confidentiality, insanity defense)

Unit 13: Treatment of Abnormal Behavior

Length: 1 Week

Standards, as dictated by the College Board, 2014:

- A. Describe the central characteristics of psychotherapeutic intervention
- B. Describe major treatment orientations used in the therapy (e.g. behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning
- C. Compare and contrast different treatment formats (e.g. individual, group)
- D. Summarize effectiveness of specific treatments used to address specific problems
- E. Discuss how cultural and ethnic context influence choice and success of treatment (e.g. factors that lead to premature termination of treatment)
- F. Describe prevention strategies that build resilience and promote competence
- G. Identify major figures in psychological treatment

i. Aaron Beck
iv. B.F. Skinner
vii. Mary Couer Jones

ii. Carl Rogers
v. Sigmund Freud

iii. Albert Ellis
vi. Joseph Wolpe

Unit 14: Social Psychology

Length: 3 weeks

Standards, as dictated by the College Board, 2014:

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

Advanced Placement Psychology Syllabus 2018-2019

Class Organization: Content is divided into themed chronological units, and a unit guide is provided for each one. Each unit is organized around “Key Concepts” that are tied to AP, American Psychological Association, and college standards and objectives. Each nine-week quarter students will produce a product or performance, individually or in groups, based on those concepts and ideas. The class is a combination of lecture, individual and group work, experiments, and media presentations. Often class will begin with a quiz over a reading assignment. The reading load in an Advanced Placement class is considerable. It is expected that students perform their daily work, such as reading assignments. This is not a class in which “cramming” the night before a test will work well. Students will be required to go beyond the memorization of vocabulary words and concepts. They also need to have a deep understanding so they can apply their new words and concepts in new situations. Tests will assess this deep understanding. The key to success in AP is consistency in building a knowledge base. It is important to understand that, although the class may seem a bit overwhelming at first, students will become accustomed to the course format and materials. It is important for me to encourage students when they become discouraged at the beginning because the skills they will learn will serve them well after high school.

Attendance: Excellent attendance in this class is essential to long-term learning. Class will provide experiences that can’t be duplicated at home. When students are absent, it is crucial they make up work. Students will be encouraged to notify me in advance if they know they will be absent. According to state policy, students may lose credit for a course if they are absent for more than ten classes in a semester. This includes both excused and unexcused absences. It is also important to be on time to class. Each class begins with a short assignment to review what was taught the day before.

Grades and Testing: Grades are based on the following criteria:

Unit tests, including multiple choice and FRQs

Homework and Classwork

Final Semester Exam

90-100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D

Note: Since the AP Exam scores are not released until July, student AP scores will not impact their class grade.

Daily Work: Since this course requires that students are prepared for class each day the daily work grade consists of having all materials for the course each day. Students are also required to bring a pen or pencil and paper to write on each day.

Late Assignments and Missed Tests and Quizzes: Late work is accepted. Be considerate

Disability Statement: Public schools make many accommodations for students with disabilities. Students will receive the necessary accommodations based on their IEPs and 504s.

Plagiarism Warning: Students will be told, “It is NOT OK to copy projects, essay assignments, quiz, or test answers, from students now taking the course or from those who have taken the class in the past. When you use material from the Internet or other reading material to research historical information for reports or other assignments, you must provide a “works cited” page to give credit to your sources. The first time that it is found that a student has copied material for an assignment or test, the student(s) will receive a zero as a grade. The

second time an administrative referral will be written and a call made to a parent or guardian.”