

AP/Intro Psychology

	Content	Skills	Assessments	Resources
	1. Students will explore the key concepts of the science of Psychology as appropriate for a college level introductory class and as delineated in the AP Psychology Course Description. 2. Students will research and apply their personal method of learning and study skills to all materials throughout the year. 3. Students will learn and demonstrate the techniques of neutral observation, critical review, and scientific writing. 4. Students will master and apply course vocabulary in discussions, during demonstrations and in written materials. 5. Students will become proficient at analyzing all materials for ethical considerations. 6. Students will explore the many career pathways opened through the study of psychology. 7. Students will broaden their awareness of not only cultural differences but of differences among all individuals. They will begin to understand the endless possibilities of personal difference as well as the concept of universal similarity. 8. Students will apply course material to selected and appropriate everyday situations as well as to materials and scenarios provided by the instructor. •	-Define psychology and its goals. -Explore the historical and modern approaches and their evolution. -Discuss and trace the progress of cultural and gender equality throughout the history of psychology. -Discuss the many careers in the field of psychology and careers that rely on psychology. -Discover and implement personal methods for taking notes, memorizing, analyzing and finding information. Module 2: Psychology and Science Types of Research in Psychology; Survey, Case Study, Testimonial: Experimental Design Choosing Methods for Research Ethical Considerations in Research Scientific Method and Research Design Correlations Objectives: -Describe different methods of research and how each method might be applied to research questions. -Critique research for ethical considerations. -Format research design using scientific method. -Define correlation and discuss applications and limitations. Module 3: Brain's Building Blocks Overview of the Human Brain Neurons Nerves Action Potential and Nerve Impulse Transmitters Reflexes Objectives:	Students are evaluated through the use of several formats. This gives each student a chance to evaluate their test taking strengths and weaknesses and work to build techniques that improve test taking skills. Some of the evaluative procedures are: multiple choice tests, essay tests, personal opinion papers, critical evaluation writings and discussions, article reviews, analysis and critique of elements in a given experiment, scenario, writing or observation, creation of stories to explain and highlight concepts, demonstrations, observational journals, analysis of current newspaper articles that highlight applicable concepts, research design for given studies, class participation and discussion, group and individual projects, written or verbal presentation of multiple explanations of given situations. All evaluations are learning procedures, not culminating events. Multiple choice testing is always followed with an analysis of why each answer is considered 'not the best choice' and also why an item is considered 'correct'. The teacher provides extensive feedback on essay and written answers and analysis as well. This feedback includes both critique of writing form and technique (non-graded), and guidance on the presentation of required information. This type of detailed teacher-student work prepares students for the attention to nuance necessary for answering AP exam questions. It also helps students transition between the expectations of the high school classroom	Texts Plotnik, Rod, and Kouyoumdjian, Haig, <i>Introduction to Psychology</i>, Ninth Edition. New York: Cengage, 2009. Kalat, James W., <i>Introduction to Psychology</i>, Eighth Edition. USA: Thompson/Wadsworth. 2008. Myers, David, <i>Psychology for AP</i>, Second Edition. New York: Worth Publishers 2011. Journal Articles Articles from current journals in Psychology, Psychiatry, Health, and Behavioral Neuroscience are used regularly as appropriate for the information being studied at the time. Newspaper and Magazine Articles Articles from current newspapers and magazines are frequently examined for analysis of experimental accuracy, research implications, scientific insinuations and public interest.

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		-Label the sections of the brain and their basic functions. -Draw the parts of a neuron and chart the action potential. -Label the pathway of a nerve impulse. -Describe the central and peripheral nervous system. -Differentiate excitatory and inhibitory transmission. -Chart the release and reuptake of neurotransmitters. -Define and describe the sequence of a reflex and its functions. Module 4: Nervous System Genes and Evolution Studying the Living Brain Organization of the Brain Lobes of the Brain Limbic System Endocrine System Sex Differences and Racial Myths Split Brain Studies and Their Significance Objectives: -Discuss methods for studying the living brain and the implications for research (C.T., MRI, fMRI, PET, invasive procedures). -Delineate the major divisions of the nervous system. -Describe the lobes of the cerebral cortex and their general functions. -Describe the structures of the limbic system and their basic functions. -Describe the endocrine system, purpose and hormonal pathways. -Discuss historical myths about racial differences in brain size and structure and evaluate the research regarding this subject. -Discuss split-brain studies and assess their value in application to current research. Module 5: Sensation	to the expectations of the college classroom. •	
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		Vision Audition Vestibular System Chemical Senses Touch Pain Current Applications: Artificial Senses Objectives: -Compare the theories of Thomas Young (trichromatic theory) with Ewald Hering (opponent-process theory). -Define, describe, and chart the process of sensation from the stimulus to transduction to the primary brain reception. -Discuss the sensation of pain, chart the pathways of pain sensation, and describe neural gate theory. -Discuss current research in artificial sense mechanisms and enumerate ideas for future research. Module 6: Perception Perceptual Thresholds Perception vs. Sensation Rules of Perceptual Organization Constancy Depth Perception Illusions Cultural Influences on Perception Objectives: -Create demonstrations of the Just Noticeable Difference and Absolute Threshold. -Chart the possible pathway of a perception from the stimulus to the sensation to the formulation of a perception. -List the rules of perceptual organization. -Define and describe perceptual constancy, depth perception and illusions. -Discuss the influence of experience in forming and re-forming perceptions.		
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		Modules 7 and 8: States of Consciousness Sleep and Dreaming Hypnosis, Meditation and Unconsciousness Artificial States of Consciousness Objectives: -Describe the continuum of consciousness. -Chart the stages of sleep and describe each stage. -Apply knowledge of sleep cycles and circadian rhythms to a personal sleep journal. -Define and describe hypnosis and the implications for medical and therapeutic use. -Define and explain the differences between stimulants, opiates, hallucinogens, prescription drugs and alcohol on the nervous system. -Delineate the differences between psycho-pharmacological uses of drugs and the range of use from self-medication to abuse and addiction. Modules 9 and 10: Learning Classical Conditioning Operant Conditioning Cognitive Learning Therapeutic Research Applications Objectives: -Define and describe the steps in Classical Conditioning. -Design an experiment using Classical Conditioning (model after Pavlov). -Chart an experiment using Operant Conditioning. -Explain and give examples of neutral and unconditioned stimulus, unconditioned response, conditioned stimulus and conditioned response.		
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		-Define and site examples of generalization, discrimination, extinction and spontaneous recovery. -Define and discuss the effects of positive and negative reinforcement on behavior. -Describe the uses of desensitization in the treatment of reversing conditioned emotional response. -Compare the cognitive learning theories of Skinner, Tolman and Bandura. -Define social cognitive theory. -Describe biological predisposition in learning. -Explore and describe ethical uses of conditioning in behavior modification. Module 11 and 12: Memory Sensory Memory Short-Term Memory Long-Term Memory Encoding Organization of Memory Forgetting: Curves, Types, Reasons Retrieving: Triggers and Inhibitors Biological actions of Memory Improving Memory Objectives: -Define and describe the three basic types of memory. -Discuss the process of memory from sensation through perception, storage and retrieval. -Describe capacity, retrieval and accuracy of short and long term memory. -Differentiate procedural from declarative memory. -Describe the effects of emotion on memory. -Explain automatic and effortful encoding. -Apply the theories of maintenance and elaborative rehearsal and levels-of-processing theory to examples of study techniques and habits.		
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		-Discuss unusual forms of memory: photographic, savant, episodic. -Define and describe the Network Theory of memory organization. -Explain the forgetting curve and reasons for forgetting. -Define retrieval cues and apply your knowledge to this unit of study. -Develop a chart that shows the pathways of a specific stimulus from sensation through memory and retrieval. Module 13: Intelligence What is Intelligence? Measuring Intelligence Cultural and Ethical Issues in Defining and Measuring Intelligence Objectives: -Define three theories of intelligence and discuss the advantages and disadvantages of each. -Describe several types of intelligence and their value and application in differing cultural settings. -Discuss the historical development of intelligence tests, their validity and reliability. -Discuss the ethical use and possible abuses of intelligence tests and their results. -Analyze the research on biological differences and intelligence measurement. Module 14: Thought and Language Forming Concepts Problem Solving Creativity Rules of Language Acquiring Language Objectives: -Define the Prototype and Exemplar Theories.		
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		-Discuss how algorithms, heuristics, insight, analogy and sub-goals are used in problem solving. -Define, describe and give a personal explanation of creativity. -Discuss the relationship of creativity, intelligence and mental disorders. -Describe the structure of language. -Chart the process of language acquisition. -Discuss the role of innate tendencies and environmental factors in language acquisition. -Discuss the language of animals. Module 15 and 16: Motivation and Emotion Theories of Motivation Biological and Social Needs Hunger, Sexual Behavior and Achievement Theories of Emotion Functions of Emotions Objectives: -Define and discuss theories of emotions. -Describe the physiological components of hunger and biologically based motivation. -Discuss cultural influences on motivation. -Describe and give examples of extrinsic and intrinsic motivation. -Define and explain the peripheral theories of motivation, cognitive appraisal theory and the affective neuroscience approach. -Explain the Yerkes-Dodson Law as it applies to arousal and motivation. -Explain how emotions guide and/or influence our behaviors. Module 17 and 18: Developmental Psychology Prenatal Influences Infancy and Childhood: Abilities, cognitive and social development		
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		Puberty and Sexual Behaviors Adolescence through Adulthood: Emotional, Cognitive and Social Development Social and Personality Changes Throughout Life Objectives: -Chart prenatal development. -Describe the changes and development through-out life of human's innate abilities, social, cognitive and emotional abilities. -Compare and contrast the Developmental Theories of Piaget, Freud, Erikson and Bandura. -Discuss the development of reasoning capabilities and emotion as they relate to biological functions and the development of the pre-frontal cortex. -Evaluate Kohlberg's Theory as it relates to moral judgment. -Discuss the effects of parenting styles and environmental influences on development. -Describe the physiological changes that occur as humans age. Module 19 and 20: Theories of Personality Personality Theories Genetic Influences on Personality Personality Assessment Objectives: -Formulate a personal definition of Personality after examining and analyzing the Psychodynamic, Humanistic, Social-Cognitive, Trait and Evolutionary Theories of Personality. -Describe and give examples of conscious thoughts, unconscious forces and unconscious motivation. -Describe the Freudian divisions of the mind; Id, ego, superego.		
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		-Define and give examples of the defense mechanisms and give helpful and negative uses of each. -Discuss the critiques of Freud's theories by Carl Jung, Alfred Adler and Karen Horney. -Discuss the three characteristics of the Humanist Theory of Personality. -Define, compare and contrast Carl Rogers and Abraham Maslow's theories of personality and development. -Discuss personal, cognitive and environmental factors as they relate to Bandura's Social-Cognitive Theory. -Describe how self-efficacy and delayed gratification influence personality development or are influenced by these concepts. -Explain how the Five-Factor model of Trait theory organizes personalities and is used to compare personalities. -Discuss the uses of Personality testing, both helpful uses and its limitations. Module 21: Health, Stress and Coping The Appraisal of Situations Physiological Responses The Influence of personality and Social Factors on Stress Types of Coping Behaviors Objectives: -Describe and discuss the continuum of stress reactions and management from useful anxiety to coping behaviors to panic attacks to panic disorders. -Explain how stress levels are diagnosed. -Describe the physiological and hormonal reactions to stress. -Define psychosomatic symptoms and discuss their development over time. -Describe several methods of coping with stress and factors to be considered in choosing coping strategies.		
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		Module 22 and 23: Abnormal Psychology Factors in Mental Disorders Assessing and Diagnosing Mental Disorders Anxiety Disorders Somatoform Disorders Mood Disorders Personality Disorders Schizophrenia Dissociative Disorders Objectives: -Describe the criteria for diagnosing psychological illness. -Define the difference between a mental disorder and insanity. -Describe the influences of genetic factors as they influence the development of mental disorders. -Discuss the uses of neurological tests, clinical interviews and psychological tests in assessing mental disorders. -Describe the DSM-IV-TR, its purpose, its potential problems and abuses. -Define, describe and discuss the various types of anxiety disorders, explain the symptoms and how they are diagnosed as well as treatment options. -Define somatoform disorders and their symptoms. -Differentiate the three mood disorders: Major Depressive Disorder, Bipolar 1 Disorder and Dysthymic Disorder. -Discuss diagnosis, possible causes and treatments of mood disorders. -Define Personality Disorder and discuss several types of this disorder. -Discuss Borderline Personality Disorder and Antisocial Personality Disorder, their diagnosis, possible causes and treatments. -Define schizophrenia; discuss symptoms, causes, treatments and prognosis.		
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		-Suggest needs for further research in schizophrenia and the treatment of this disorder. -Describe dissociative disorders and describe their symptom, possible causes and current treatments. -Discuss cultural differences in mental disorders. -Suggest possible treatments for mild depression. Module 24: Therapies Historical Perspectives Questions about Psychotherapy Insight Therapies Behavior Therapy Objectives: -Describe the early treatments of Mental Disorders. -Explain how Dorothea Dix helped to initiate reform in treatment of the mentally ill. -Describe the results of deinstitutionalizing the mentally ill. -Discuss the types of disorders addressed by psychotherapy. -Define the role of the analyst in Psychoanalysis. -Discuss Client-Centered Therapy and the pros and cons of its use (Carl Rogers). -Define and evaluate cognitive therapy (Aaron Beck). -Define the Behavior Therapies and the techniques used in their implementation. Module 25: Social Psychology Perceiving Others Attributions Attitudes Culturally Specific Attitudes and Behaviors Social and Group Influences Social Neuroscience Aggression Objectives:		
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		-Define Social Psychology and Cognitive Social Psychology. -Describe how we form impressions of others, include the concepts of physical appearance, stereotypes and schemas. -Discuss internal and external attributions (Fritz Heider) and discuss how errors can be made in determining causative factors. -Define the components of Attitudes and discuss the possibilities of change. -Give examples of differences in cultures attitudes of several attributes such as beauty, aggression, death. -Discuss the pressures of conformity and compliance on group behaviors. -Discuss pro-social behavior and explain the possible motivation behind this behavior. -Define Social Comparison Theory (Leon Festinger). -Discuss and give examples of group polarization. -Define Groupthink and give ideas that might help to avoid hasty group decisions. -Explain how researchers are combining social approaches and biological approaches to create a new method of studying social behavior. -Discuss the roles of genetics and environmental influence in relation to aggression. -Describe methods for controlling anger and aggression.		