

Course Title: AP Psychology

Little Chute
 Department Social Studies
 Grades 11-12, Credits 1.0

Course Overview/Description

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Scope and Sequence

Timeframe	Unit	Instructional Topics
2 weeks	Unit 1 - Scientific Foundations of Psychology	Module 1 Psychology and Its History Module 2 Today's Psychology and Its Approaches Module 3 Subfields in Psychology
3 weeks	Unit 2 - Research Methods	Module 4 The Need for Psychological Science Module 5 The Scientific Method and Description Module 6 Correlation and Experimentation Module 7 Research Design and Ethics in Psychology Module 8 Statistical Reasoning in Everyday Life
3 weeks	Unit 3 - Biological Basis of Behavior and States of Consciousness	Module 9 Biological Psychology and Neurotransmission Module 10 The Nervous and Endocrine Systems Module 11 Studying the Brain, Older Brain Structures, and the Limbic System Module 12 The Cerebral Cortex Module 13 Brain Hemisphere Organization and the Biology of Consciousness Module 14 Behavior Genetics: Predicting Individual Differences Module 15 Evolutionary Psychology: Understanding Human Nature Part II States of Consciousness Module 23 - Sleep Patterns and Sleep Theories Module 24 Sleep Deprivation, Sleep Disorders, and Dreams Module 25 Psychoactive Drugs Module 22 Understanding Consciousness and Hypnosis (optional)

3 weeks	Unit 4 - Sensation and Perception	Module 16 - Basic Concepts of Sensation and Perception Module 17- Influences on Perception Module 18 -Vision: Sensory and Perceptual Processing Module 19- Visual Organization and Interpretation Module 20- Hearing Module 21- The Other Senses
3 weeks	Unit 5 - Learning	Module 26 How We Learn and Classical Conditioning Module 27 Operant Conditioning Module 28 Operant Conditioning's Applications, and Comparison to Classical Conditioning Module 29 Biology, Cognition, and Learning Module 30 Observational Learning
3 Weeks	Unit 6 - Cognition	Part I Cognition Module 31 Studying and Encoding Memories Module 32 Storing and Retrieving Memories Module 33 Forgetting, Memory Construction, and Improving Memory Module 34 Thinking, Concepts, and Creativity Module 35 Solving Problems and Making Decisions Module 36 Thinking and Language Part II Testing and Individual Differences Module 60 - Introduction to Intelligence Module 61- Assessing Intelligence Module 62- The Dynamics of Intelligence Module 63 - Studying Genetic and Environmental Influences on Intelligence Module 64 - Group Differences and the Question of Bias
3 weeks	Unit 7 - Developmental Psychology	Module 45 - Developmental Issues, Prenatal Development, and the Newborn Module 46 - Infancy and Childhood: Physical Development Module 47 - Infancy and Childhood: Cognitive Development Module 48- Infancy and Childhood: Social Development Module 49- Gender Development Module 50- Parents, Peers, and Early Experiences Module 51- Adolescence: Physical and Cognitive Development Module 52- Adolescence: Social Development and Emerging Adulthood Module 53- Sexual Development Module 54- Adulthood: Physical, Cognitive, and Social Development
4 weeks	Unit 8 - Motivation, Emotion and Stress	Part I Motivation, Emotion, and Stress Module 37 - Motivational Concepts Module 38- Hunger Motivation Module 39 - Sexual Motivation

		<p>Module 40- Affiliation and Achievement Module 41- Theories and Physiology of Emotion Module 42 - Expressing Emotion Module 43- Stress and Illness Module 44 - Health and Happiness Part II Personality Module 55- Psychoanalytic and Psychodynamic Theories Module 56- Humanistic Theories Module 57- Trait Theories Module 58- Social-Cognitive Theories Module 59- Exploring the Self</p>
3 weeks	Unit 9 - Clinical/Abnormal Psychology	<p>Part I Abnormal Behavior Module 65 Introduction to Psychological Disorders Module 66 Anxiety Disorders, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder Module 67 Depressive Disorders, Bipolar Disorder, Suicide, and Self-Injury Module 68 Schizophrenia Module 69 Other Disorders Part II Treatment of Abnormal Behavior Module 70 Introduction to Therapy, and Psychodynamic and Humanistic Therapies Module 71 Behavior, Cognitive, and Group Therapies Module 72 Evaluating Psychotherapies Module 73 The Biomedical Therapies and Preventing Psychological Disorders</p>
3 weeks	Unit 10 - Social Psychology	<p>Module 74 Attribution, Attitudes, and Actions Module 75 Conformity and Obedience Module 76 Group Behavior Module 77 Prejudice and Discrimination Module 78 Aggression Module 79 Attraction Module 80 Altruism, Conflict, and Peacemaking</p>
1-2 weeks	AP Test Review/Test	Depending on the timing of the AP Test there will be approximately 1-2 weeks of review.
2-3 weeks	Final Project	With the time remaining, students will complete a final project based on their interests from previous chapters.

UNIT 1: Scientific Foundations of Psychology

Duration of Unit: 2 Weeks

Description of Unit: Students will be able to explain the origins of psychology, various perspectives in the field of psychology, and how psychology relates to the other social sciences.

Essential Questions and/or Enduring Understandings:

1.1 Historical Perspectives in Psychology

ESSENTIAL Standards	Learning Targets
1.1	Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
	Identify the research contributions of major historical figures in psychology.
	Describe and compare different theoretical approaches in explaining behavior.
	Recognize the strengths and limitations of applying theories to explain behavior.
	Distinguish the different domains of psychology.
NICE TO KNOW Standards	Learning Targets

UNIT 2: Research Methods in Psychology

Duration of Unit: 3 weeks

Description of Unit: Students will be able to describe various aspects of experimental research performed in psychology.

Essential Questions and/or Enduring Understandings:

2.1 Research Methods in Psychology

ESSENTIAL Standards	Learning Targets
2.1	Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
	Discuss the value of reliance on operational definitions and measurement in behavioral research.
	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 simple descriptive statistics (e.g., measures of central tendency, standard deviation). • Discuss the value of reliance on operational definitions and measurement in behavioral research.

	Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice. Identify how ethical issues inform and constrain research practices.
NICE TO KNOW Standards	Learning Targets

UNIT 3: Biological Basis of Behavior

Duration of Unit: 4 weeks

Description of Unit: Students will be able to explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.

Essential Questions and/or Enduring Understandings:

3.1 Biological Basis of Human Behavior

ESSENTIAL Standards	Learning Targets
3.1	Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
	Identify key research contributions of scientists in the area of heredity and environment.
	Predict how traits and behavior can be selected for their adaptive value
	Discuss the effect of the endocrine system on behavior.
	Describe the nervous system and its subdivisions and functions
	Identify basic processes and systems in the biological bases of behavior, including parts of the neuron

	Identify the basic process of transmission of a signal between neurons.
	Discuss the influence of drugs on neurotransmitters.
	Describe the nervous system and its subdivisions and functions in the brain.
	Identify the contributions of key researchers to the study of the brain.
	Recount historic and contemporary research strategies and technologies that support research.
	Identify the contributions of key researchers to the development of tools for examining the brain.
	Discuss the role of neuroplasticity in traumatic brain injury. Identify the contributions of key researchers to the study of neuroplasticity
	Describe various states of consciousness and their impact on behavior Identify the contributions of major figures in consciousness research.
	Discuss drug dependence, addiction, tolerance, and withdrawal. Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
	Discuss aspects of sleep and dreaming.
NICE TO KNOW Standards	Learning Targets

UNIT 4: Sensation and Perception

Duration of Unit: 3 weeks

Description of Unit: Students will be able to identify various states of consciousness through sensation and perception.

Essential Questions and/or Enduring Understandings:

4.1 Sensation and Perception

ESSENTIAL Standards	Learning Targets
4.1	Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
	Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
	Identify the research contributions of major historical figures in sensation and perception
	Discuss how experience and culture can influence perceptual processes.
	Discuss the role of attention in behavior.
	Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. Explain common sensory conditions.
	Explain the role of top-down processing in producing vulnerability to illusion.
	Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
	Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
	Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.
NICE TO KNOW	Learning Targets

Standards	

UNIT 5: Learning

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to identify the characteristics of major approaches to learning.

Essential Questions and/or Enduring Understandings:
5.1 Learning Theories in Psychology

ESSENTIAL Standards	Learning Targets
5.1	Identify the contributions of key researchers in the psychology of learning.
	Interpret graphs that exhibit the results of learning experiments.
	Describe the essential characteristics of insight learning, latent learning, and social learning
	Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
	Provide examples of how biological constraints create learning predispositions
	Describe basic classical conditioning phenomena.
	Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

	Predict the effects of operant conditioning.
	Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
	Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
NICE TO KNOW Standards	Learning Targets

UNIT 6: Cognitive Psychology

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to analyze key concepts associated with cognitive theorists and information processing, problem solving and memory.

Essential Questions and/or Enduring Understandings:

6.1 Cognition, information processing and memory

ESSENTIAL Standards	Learning Targets
6.1	Compare and contrast various cognitive processes.
	Describe and differentiate psychological and physiological systems of memory
	Identify the contributions of key researchers in cognitive psychology.

	Outline the principles that underlie construction and encoding of memories
	Outline the principles that underlie effective storage of memories.
	Describe strategies for retrieving memories.
	Describe strategies for memory improvement and typical memory errors.
	Describe and differentiate psychological and physiological systems of short- and long-term memory
	Identify problem-solving strategies as well as factors that influence their effectiveness.
	List the characteristics of creative thought and creative thinkers.
	Identify problem-solving strategies as well as factors that create bias and errors in thinking.
	Define intelligence and list characteristics of how psychologists measure intelligence. Discuss how culture influences the definition of intelligence. Compare and contrast historic and contemporary theories of intelligence. Identify the contributions of key researchers in intelligence research and testing.
	Explain how psychologists design tests, including standardization strategies and 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.
	Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
	Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
NICE TO KNOW Standards	Learning Targets

UNIT 7: Developmental Psychology

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to describe behavioral, social, and cognitive changes from the prenatal period throughout the lifespan.

Essential Questions and/or Enduring Understandings:

7.1 Process of development from womb to tomb.

ESSENTIAL Standards	Learning Targets
7.1	Explain the process of conception and gestation, including factors that influence successful prenatal development.
	Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
	Discuss maturation of motor skills.
	Describe the influence of temperament and other social factors on attachment and appropriate socialization.
	Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
	Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
	Explain how parenting styles influence development.
	Explain the maturation of cognitive abilities (Piaget's stages, Information process).

	Identify the contributions of major researchers in the area of cognitive development in childhood.
	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 through the lifespan, including steps that can be taken to maximize function.
	Identify the contributions of key researchers in the area of adulthood and aging.
	Identify the contributions of major researchers in the area of moral development.
	Compare and contrast models of moral development.
NICE TO KNOW Standards	Learning Targets

UNIT 8: Motivation, Emotion and Personality

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to identify major theories and concepts related to personality, motivation and emotion..

Essential Questions and/or Enduring Understandings:
8.1 Motivation, Emotion and Personality

ESSENTIAL Standards	Learning Targets
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8.1	Identify and apply basic motivational concepts to understand the behavior of humans and other animals..
	Compare and contrast motivational theories, including the strengths and weaknesses of each.
	Describe classic research findings in specific motivations.
	Identify contributions of key researchers in the psychological field of motivation and emotion.
	Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis
	Compare and contrast major theories of emotion.
	Describe how cultural influences shape emotional expression, including variations in body language
	Discuss theories of stress and the effects of stress on psychological and physical well-being.
	Describe and compare research methods that psychologists use to investigate personality.
	Identify the contributions of major researchers in personality theory.
	Compare and contrast the psychoanalytic theories of personality with other theories of personality.
	Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
	Compare and contrast humanistic theories of personality with other theories of personality.
	Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.
	Compare and contrast trait theories of personality with other theories of personality
	Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

NICE TO KNOW Standards	Learning Targets

UNIT 9: Clinical/Abnormal Psychology

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to identify and analyze factors that influence a person's mental health and treatment options.

Essential Questions and/or Enduring Understandings:

9.1 Historical Perspectives in Psychology

ESSENTIAL Standards	Learning Targets
9.1	Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
	Describe contemporary and historical conceptions of what constitutes psychological disorders.
	Discuss the intersection between psychology and the legal system.
	Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
	Identify the positive and negative consequences of diagnostic labels
	Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.

	Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
	Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor related disorders and their corresponding symptoms.
	Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
	Describe the central characteristics of psychotherapeutic intervention.
	Identify the contributions of major figures in psychological treatment.
	Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.
	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.
	Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
	Compare and contrast different treatment methods
NICE TO KNOW Standards	Learning Targets

UNIT 10: Social Psychology

Duration of Unit: 3 Weeks

Description of Unit: Students will be able to describe the interaction of the social environment on individual behaviors and attitudes.

Essential Questions and/or Enduring Understandings:

10.1 Social Psychology

ESSENTIAL Standards	Learning Targets
10.1	Apply attribution theory to explain motives.
	Identify the research contributions of major historical figures in psychology.
	Articulate the impact of social and cultural categories on self-concept and relations with others.
	Anticipate the impact of self-fulfilling prophecy on behavior.
	Identify important figures and research in the areas of attitude formation and change.
	Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
	Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
	Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
	Describe the structure and function of different kinds of group behavior.
	Predict the impact of the presence of others on individual behavior.

	Describe processes that contribute to differential treatment of group members.
	Describe the variables that contribute to altruism and aggression.
	Describe the variables that contribute to attraction.
NICE TO KNOW Standards	Learning Targets

UNIT 11: AP Test Preparation

Duration of Unit: 1 Week

Description of Unit: Students will review material from previous units and practice for the AP Psychology Test

Essential Questions and/or Enduring Understandings:

11.1 Strategies, Tips and Tricks for the AP Psychology Test

ESSENTIAL Standards	Learning Targets
11.1	Understand the exam format - p.170 of this document . - 2 hours total
	Understand the scoring guide on the Free Response Questions(FRQ's). - p.183 of the above document
	Know the date and time of the exam in our area - usually 2nd or 3rd week of May.
	Use resources from the AP College Board Classroom website to help students prepare for the exam.
	Check AP College Board in summer to see scores of students to verify their work.

UNIT 12: Inquiry Based Research Project

Duration of Unit: 2 Weeks

Description of Unit: Students will be able to research a topic in psychology of their choosing and provide a way to report their findings to their classmates by using an inquiry based research strategy.

Essential Questions and/or Enduring Understandings:

12.1 Inquiry based research project

ESSENTIAL Standards	Learning Targets
12.1	Use the inquiry based research method to allow students the opportunity to complete a research project on a topic of their choosing.
	Sample set of research topics
NICE TO KNOW Standards	Learning Targets

Course Timeline

We will be following the content outline from the *AP Psychology Course Description* provided by the College Board for the current year. Student objectives for each chapter are based on those stated for each topic in the *AP Psychology Course Description*. Our school calendar consists of 180 instructional days. Of those days, 146 of those days will take place prior to the AP Exam.

AP Psychology Test Date: *Wednesday, May 11, 2021 - 2 hours*

Exam Format

The AP Psychology Exam will continue to have consistent question types, weighting, and scoring guidelines every year, so you and your students know what to expect on exam day. The overall format of the exam—including the weighting, timing, types of questions, and types of stimulus materials—won't change.

Section I: Multiple Choice - 100 Questions | 1 Hour 10 minutes | 66.7% of Exam Score

Questions will ask students to do the following:

Define and explain content from a range of course topics

Apply skills of concept application, data analysis, and scientific investigation

Section II: Free Response - 2 Questions | 50 minutes | 33.3% of Exam Score

Questions will ask students to do the following:

Explain behavior and apply theories using concepts from different theoretical frameworks or subdomains in the field

Analyze psychological research studies, including analyzing and interpreting quantitative data

Unit 1A - Scientific Foundations of Psychology

Textbook Reading:

~13-14 class periods (with Unit 1B)

On The Exam - 10%–14% of exam score

Part I Psychology's History and Approaches

Module 1 Psychology and Its History

Module 2 Today's Psychology and Its Approaches

Module 3 Subfields in Psychology

In this unit, students will focus on being able to:

- Recognize how philosophical and physiological 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, cognitive, and biopsychosocial as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).
- Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

. Assessment:

- Classroom Activities
- Homework
- Section Quizzes
- Unit Test

Sample Activity: *Psychology Timeline, Psychology Perspectives*

Project: “Psychological Perspectives” - Students will evaluate how common maladaptive behaviors in our society will be explained by the various domains in psychology.

Unit 1B - Research Methods

-13-14 class periods (with Unit 1A)

Textbook Readings:

On The Exam - 10%–14% of exam score

Research Methods: Thinking Critically With Psychological Science

Module 4 The Need for Psychological Science

Module 5 The Scientific Method and Description

Module 6 Correlation and Experimentation

Module 7 Research Design and Ethics in Psychology

Module 8 Statistical Reasoning in Everyday Life

In this unit, students will focus on being able to:

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
- 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 simple 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 American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

Project: “Research Designs” project. Students will be assigned the task of designing research that will attempt to answer some of the modern day questions of psychology. Within the class, all research methods must be covered, and in each presentations, students must provide defense of how the research will render valid data, how the information will be evaluated, what ethical guidelines will be considered.

Unit 2 - Biological Bases of Behavior

-11-12 class periods

Textbook Readings:

On The Exam - 8%–10% of exam score

Part I Biological Bases of Behavior

Module 9 Biological Psychology and Neurotransmission

Module 10 The Nervous and Endocrine Systems

Module 11 Studying the Brain, Older Brain Structures, and the Limbic System

Module 12 The Cerebral Cortex

Module 13 Brain Hemisphere Organization and the Biology of Consciousness

Module 14 Behavior Genetics: Predicting Individual Differences

Module 15 Evolutionary Psychology: Understanding Human Nature

Part II States of Consciousness

Module 23 - Sleep Patterns and Sleep Theories

Module 24 Sleep Deprivation, Sleep Disorders, and Dreams

Module 25 Psychoactive Drugs

Module 22 Understanding Consciousness and Hypnosis (optional)

In this unit, students will focus on being able to:

- Identify basic processes and systems in the biological bases 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, agonists, antagonists).

- Discuss the effect of the endocrine system on behavior
- Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.
- Discuss the role of neuroplasticity in traumatic brain injury.
- 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., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).
- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - 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, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

Student Enrichment Activity: “Altered States of Consciousness” group activity. For this activity we will be borrowing various pieces of equipment from our biology department that, when worn, gives the wearer the perception that they are in an altered state of consciousness. These devices simulate altered states from as basic as slightly under the influence of alcohol to having hallucinations.

Project: “Body Systems Skits.” Students will break into groups and write, rehearse and present skits wherein the students in the groups will play various roles of the human body in the numerous bodily systems, and within the skits the scripts must illuminate the specific function of each body part.

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - 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, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

Student Enrichment Activity: “Altered States of Consciousness” group activity. For this activity we will be borrowing various pieces of equipment from our biology department that, when worn, gives the wearer the perception that they are in an altered state of consciousness. These devices simulate altered states from as basic as slightly under the influence of alcohol to having hallucinations.

Test: Unit 2

Unit 3: Sensation and Perception

-11-12 class periods

Textbook Reading:

On The Exam - 6%–8% of exam score

UNIT 3: Sensation and Perception

Module 16 - Basic Concepts of Sensation and Perception

Module 17- Influences on Perception

Module 18 -Vision: Sensory and Perceptual Processing

Module 19- Visual Organization and Interpretation

Module 20- Hearing

Module 21- The Other Senses

In this unit, students will focus on being 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 common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

Student Enrichment Activity: “Disability Simulation.” We will be using various simulations to illustrate how it would feel to live without a specific sense, how that changes the perception we have of the world around us, and how living with an aide of some sort impacts the fully functioning senses in an individual who is absent of one of their senses.

Test: Chapter 3

Unit 4: Learning

-9-10 class periods

Textbook Readings:

On The Exam - 7%–9% of exam score

UNIT 4: Learning

Module 26 How We Learn and Classical Conditioning

Module 27 Operant Conditioning

Module 28 Operant Conditioning’s Applications, and Comparison to Classical Conditioning

Module 29 Biology, Cognition, and Learning

Module 30 Observational Learning

In this unit, students will focus on being 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).
- 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 characteristics 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 the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

Project: “Student Learning” activity. Students will assist in creating a list of common issues that stand as obstacles to students achieving their full potential in school. Then, students will create a plan for how to curb the effects of these challenges using the learning principles discussed in this unit.

Test: Chapter 4

Unit 5: Cognitive Psychology

- 17-18 class periods

Textbook Reading:

On The Exam - 13%–17% of exam score

UNIT 5: Cognitive Psychology

Part I Cognition

Module 31 Studying and Encoding Memories

Module 32 Storing and Retrieving Memories

Module 33 Forgetting, Memory Construction, and Improving Memory

Module 34 Thinking, Concepts, and Creativity

Module 35 Solving Problems and Making Decisions

Module 36 Thinking and Language

Part II Testing and Individual Differences

Module 60 - Introduction to Intelligence

Module 61- Assessing Intelligence

Module 62- The Dynamics of Intelligence

Module 63 - Studying Genetic and Environmental Influences on Intelligence

Module 64 - Group Differences and the Question of Bias

In this unit, students will focus on being able to:

- Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus 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.
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- 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., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

Test: Chapter 5

Unit 6: Developmental Psychology

-9-10 class periods

Textbook Reading:

On The Exam - 7%–9% of exam score

UNIT 6: Developmental Psychology

Module 45 - Developmental Issues, Prenatal Development, and the Newborn

Module 46 - Infancy and Childhood: Physical Development

Module 47 - Infancy and Childhood: Cognitive Development

Module 48- Infancy and Childhood: Social Development

Module 49- Gender Development

Module 50- Parents, Peers, and Early Experiences

Module 51- Adolescence: Physical and Cognitive Development

Module 52- Adolescence: Social Development and Emerging Adulthood

Module 53- Sexual Development

Module 54- Adulthood: Physical, Cognitive, and Social Development

Students in this Unit will focus on being able to:

- 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.
- Explain how parenting styles influence development.
- 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., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

Test: Chapter 6

Unit 7: Motivation, Emotion and Personality

16-17 class periods

Textbook Reading:

On The Exam - 11%–15% of exam score

UNIT 7: Motivation, Emotion, and Personality

Part I Motivation, Emotion, and Stress

Module 37 - Motivational Concepts

Module 38- Hunger Motivation

Module 39 - Sexual Motivation

Module 40- Affiliation and Achievement

Module 41- Theories and Physiology of Emotion

Module 42 - Expressing Emotion

Module 43- Stress and Illness

Module 44 - Health and Happiness

Part II Personality

Module 55- Psychoanalytic and Psychodynamic Theories

Module 56- Humanistic Theories

Module 57- Trait Theories

Module 58- Social-Cognitive Theories

Module 59- Exploring the Self

In this Unit, students will focus on being able to:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus 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 well-being.
- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).

Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, 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 of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).
- Define intelligence and list characteristics of how psychologists measure intelligence:
 - abstract versus verbal measures;
 - speed of processing.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- Explain how psychologists design tests, including standardization strategies and 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., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

Essay: “Standardized Testing” essay. Students will utilize the the concepts and theories learned in this unit to write an argumentative essay evaluating the validity of using standardized tests to assess our society’s definition of intelligence

Essay: “Theory Analysis Essay.” Students will analyze the various theories of motivation and, through the structure of an argumentative essay, present a case for which theory is the most accurate as they see it in reality, and which theories have the least solid ground in reality.

Unit 8: Clinical Psychology

Textbook Reading:

UNIT 8: Clinical Psychology

Part I Abnormal Behavior

-17-18 Class periods

On The Exam - 12%–16% of exam score

Module 65 Introduction to Psychological Disorders

Module 66 Anxiety Disorders, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder

Module 67 Depressive Disorders, Bipolar Disorder, Suicide, and Self-Injury

Module 68 Schizophrenia

Module 69 Other Disorders

Part II Treatment of Abnormal Behavior

Module 70 Introduction to Therapy, and Psychodynamic and Humanistic Therapies

Module 71 Behavior, Cognitive, and Group Therapies

Module 72 Evaluating Psychotherapies

Module 73 The Biomedical Therapies and Preventing Psychological Disorders

In this Unit, students will focus on being able to:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the most recent version 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 disorders, bipolar and related disorders, depressive disorders, dissociative disorders, feeding and eating disorders, neurodevelopmental disorders, neurocognitive disorders, obsessive-compulsive and related disorders, personality disorders, schizophrenia spectrum and other psychotic disorders, somatic symptom and related disorders, and trauma- and stressor-related 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 Rosenhan study). Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).
- Describe the central characteristics of psychotherapeutic intervention. Describe 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.

Project: “Be the Psychologist” presentations. Teams of students will work together to design treatment plans for three different clients from three different countries, and will be required to use three different methods of treatment and in their presentation explain the choices they made in designing the best treatment.

Test: Chapter 8

Unit 9: Social Psychology

-10-11 Class periods

Textbook Reading:

On The Exam - 8%–10% of exam score

UNIT 9: Social Psychology

Module 74 Attribution, Attitudes, and Actions

Module 75 Conformity and Obedience

Module 76 Group Behavior

Module 77 Prejudice and Discrimination

Module 78 Aggression

Module 79 Attraction

Module 80 Altruism, Conflict, and Peacemaking

In this Unit, students will focus on being 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-group/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., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).
Test: Chapter 9

AP Exam Review- Multiple Dates TBA

Cumulative, Multiple-Choice and Short Answer Exam-5/12

-There will be a cumulative exam on the final third of the course..

Post-AP Exam Work

To be announced

Student Evaluation

Grades in this class will be given based on the LCASD grading system using a 3 point scale.