

Advanced Placement Psychology

Detailed Course Description

Advanced Placement Psychology is a course designed to pursue the complexities of human behavior and mental processes. The design of the course reflects the recommendations of the National Council on the Social Studies (NCSS) regarding social studies curriculum standards, as well as the American Psychological Association (APA) and its affiliate Teachers of Psychology in Secondary Schools (TOPSS). Additionally, in the course, the organization of concepts and content of study meet the plan of the Social Studies Department to offer a breadth of electives in history and the social sciences, as well as the community standards and district aims of promoting high student achievement and creating a safe learning environment. Finally, Advanced Placement Psychology builds on the foundation students acquired in the semester-long History of Psychology elective course (*Note: although beneficial, History of Psychology is NOT a pre-requisite for Advanced Placement Psychology*) and requires students to apply those foundations in great detail in various independent and cooperative projects and assignments.

Advanced Placement Psychology asks students to analyze how behavior and mental processes develop according to various psychological viewpoints, specifically the biological, psychoanalytic, cognitive, behavioral, humanistic, and sociocultural perspectives. Students are required to examine the role of motivation and emotion in decision-making; analyze the causes of psychological disorders and evaluate the effectiveness of treatments based on the various theoretical perspectives; investigate the relationship between stress and health; improve their ability to interact with others; and, reason scientifically about behavior and mental processes. All students will complete a detailed summer assignment as well as conduct extensive research on the causes of a psychological disorder and its suggested treatment strategies, write their own conclusions in a paper in APA format, and present their findings to classmates in an oral presentation. Students will read and analyze a series of classic studies in psychology. Lastly, in preparation for the Advanced Placement Psychology exam, students will complete a portfolio that reviews topics covered over the school year.

Wide varieties of resources are used to explore the topics and concepts covered in Advanced Placement Psychology: readings, audio-visual materials, guest speakers, and electronic resources offer the students the ability to analyze and synthesize psychological principles. Course resources inspire self-reflection, help students gain an understanding of behavior, and develop skills that will enable them to address individual and societal issues. Students also improve the ability to interact effectively with others through an understanding of social interaction from a psychological perspective. Students gain insight into the challenges and rewards of mental health professions, specifically, through a documented interview with a trained psychologist or counselor.

Textbook

Myers, David G., *Psychology: 8th Edition*, Worth Publishers, New York, NY. 2007

Supplementary Materials

with accompanying Instructor's Resource Manual, AP Study Guide (Richard O. Staub) to accompany David G. Myers' Psychology 8th Edition, AP Test Bank, Printed, Instructor's Edition Media Guide, Instructor's Resource Manual and Lecture Guides with Binder, Overhead Transparencies, Visual

Additional Course Resources

Membership

National Council on the Social Studies (NCSS); Teachers of Psychology in Secondary Schools (TOPSS), American Psychological Association (APA); PsychSIG (Psychology Special Interest Group- NCSS)

Membership in the aforementioned provides the instructor with valuable primary source documentation, journal articles, alternative assessment means, as well as activities and project ideas.

Audiovisual Materials

ActivePsych DVD with ActivePsych Faculty Guide, Digital Media Archive DVD, Human Experience DVD with Human Experience Faculty Guide, Many Faces of Psychology DVD, Moving Images DVD, Scientific American Teaching DVD 2nd Edition, Annenberg Series- Discovering Psychology, The Secret Life of the Brain (PBS Video), among others....

The audiovisuals detailed above provide the AP Psychology student with reinforcement of the various topics discussed orally in class sessions as well as serve as an enhancement tool for content matter that was independently learned.

Software

AP test bank on CD-Rom, Instructor's Resource CD to accompany Myers' Psychology Eighth Edition, PsychInquiry CD, PsychSim Booklet with CD, PsychNow! Interactive Experiences in Psychology CD-ROM

Additional Resources

Forty Studies That Changed Psychology: Explorations Into the History of Psychological Research, 5th Edition, Richard Hock, Ph.D., © 2005, Pearson Prentice Hall Press; Improving Mind and Brain; Scientific American Reader; The Monitor (APA Publication); additional journal articles; class handouts; worksheets; study guides for each unit of study

Website Resources

General Psychology Websites

<http://www.psychologytoday.com/>
<http://www.apa.org/monitor/>
<http://www.pbs.org/wnet/brain/>
<http://www.psychologicalscience.org/>

Key Psychological Theorists

<http://allpsych.com/biographies/index.html>
<http://www.tulsa.oklahoma.net/~jnichols/famous.html>

Sensation and Perception

http://psych.hanover.edu/Krantz/sen_tut.html
<http://www.grand-illusions.com/>
<http://sun.science.wayne.edu/~wpoff/cor/sen/smeldamg.html>
<http://members.ozemail.com.au/~ddiamond/synth.html>
http://www.exploratorium.edu/exhibits/f_exhibits.html
<http://www.vision3d.com/>

Memory and Problem Solving

<http://www.exploratorium.edu/memory/index.html>
<http://www.scism.sbu.ac.uk/inmandw/tutorials/memory/qu4.htm>
http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/humancap/memory.html

Consciousness

<http://science.education.nih.gov/supplements/nih3/sleep/activities/houston.htm>
<http://science-education.nih.gov/supplements/nih2/addiction/activities/lesson4.htm>
http://www.ninds.nih.gov/disorders/brain_basics/understanding_sleep_brain_basic.htm
<http://www.sleepnet.com/>

Development

<http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html> (Piaget)
<http://chiron.valdosta.edu/whuitt/col/cogsys/piagtuse.html> (Piaget)
<http://evolution.massey.ac.nz/assign2/MH/webpage.htm> (Piaget Stage Theory)
<http://webpace.ship.edu/cgboer/erikson.html> (Erikson)
<http://www.psy.pdx.edu/PsiCafe/KeyTheorists/Kohlberg.htm> (Kohlberg)
<http://virtual.park.uga.edu/cdesmet/eng101/heintz.htm> (Heinz Dilemma)

Learning

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html> (Learning Styles Questionnaire)
<http://www.chaminade.org/inspire/learnstl.htm> (Learning Styles Chart)
<http://www.funderstanding.com/behaviorism.cfm> (Learning Theory- Behaviorism)
<http://www.funderstanding.com/neuroscience.cfm> (Learning Theory- Neuroscience)

http://www.funderstanding.com/brain_based_learning.cfm

(Learning Theory- Brain Based)

http://www.funderstanding.com/observational_learning.cfm

(Learning Theory- Observational)

Neuroscience

<http://psych.colorado.edu/~carey/hgss/hgssapplets/heritability/heritability.intro.html>

(Heritability)

http://www.brainexplorer.org/brain_atlas/Brainatlas_index.shtml (Brain Atlas)

<http://www.sirinet.net/~jgjohnso/nervous.html> (Nervous System)

<http://scienceeducation.nih.gov/supplements/nih2/addiction/activities/lesson2neurotransmission.htm>

(How Neurons Work)

<http://www.brainviews.com/index.htm> (Brain Views)

<http://www.pfizer.com/brain/etour.html> (Brain: The World Inside Your Head)

<http://www.pbs.org/wnet/brain/> (Secret Life of the Brain)

Unit Name & Timeframe (Class Sessions)

ST = Student Text: Pages Covered

This AP Psychology Course is scheduled on a five-day per week basis. Each class meets for a 43 minute period. In a 181-day school year, allowing 8 days for semester exams and five days of class review, this AP Psychology class will meet for approximately 140 days prior to the administration of the AP® Exam.

I. History and Approaches (5 days)

- | | |
|---|---------------------------|
| A. Logic, Philosophy and History of Science | <i>ST: 2-10, 12-14</i> |
| B. Approaches | |
| i. Biological | <i>ST: 10-11</i> |
| ii. Behavioral | <i>ST: 10-11</i> |
| iii. Cognitive | <i>ST: 10-11</i> |
| iv. Humanistic | <i>ST: 7</i> |
| v. Psychodynamic | <i>ST: 10-11</i> |
| vi. Sociocultural | <i>ST: 10-11</i> |
| vii. Evolutionary/Sociobiological | <i>ST: 10-11, 107-113</i> |

II. Research Methods (8 Days)

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|--|-------------------------|
| A. Experimental, Correlational and Clinical Research | |
| i. Correlational
(i.e. observational, survey, clinical) | <i>ST: 23-30, 30-35</i> |
| ii. Experimental | <i>ST: 36-39</i> |
| B. Statistics | |
| i. Descriptive | <i>ST: 40-42</i> |

- ii. Inferential *ST: 42-43*
- iii. Ethics in Research *ST: 47-48*

III. Biological Bases of Behavior (14 Days)

- A. Physiological Techniques (ie: imaging, surgical) *ST: 68-70*
- B. Neuroanatomy *ST: 67-86*
- C. Functional Organization of the Nervous System *ST: 61-65*
- D. Neural Transmission *ST: 54-60*
- E. Endocrine System *ST: 65-67*
- F. Genetics *ST: 96-97, 102-106*

IV. Sensation and Perception (11 Days)

- A. Thresholds *ST: 199-203*
- B. Sensory Mechanisms *ST: 204-234*
- C. Sensory Adaptation *ST: 202-203*
- D. Attention *ST: 237-239*
- E. Perception Processes *ST: 240-268*

V. States of Consciousness (5 Days)

- A. Sleep and Dreaming *ST: 274-289*
- B. Hypnosis and Meditation *ST: 290-295*
- C. Psychoactive Drug Effects *ST: 296-308*

VI. Learning (12 Days)

- A. Classical Conditioning *ST: 315-324*
- B. Operant Conditioning *ST: 326-339*
- C. Cognitive Process in Learning *ST: 321, 334-335*
- D. Biological Factors *ST: 321-323, 335-336, 341*
- E. Social Learning *ST: 341-346*

VII. Cognition (10 Days)

- A. Memory *ST: 349-392*
- B. Language *ST: 410-428*
- C. Thinking *ST: 395-409*
- D. Problem Solving and Creativity *ST: 397-400, 438-439*

VIII. Motivation and Emotion (10 Days)

- A. Biological Bases *ST: 470-471*
- B. Theories of Motivation *ST: 471-473*
- C. Hunger, Thirst, Sex, and Pain *ST: 473-493*
- D. Social Motives *ST: 495-510*

E. Theories of Emotion	<i>ST: 513-544</i>
F. Stress	<i>ST: 549-590</i>
IX. Developmental Psychology (12 Days)	
A. Life-Span Approach	<i>ST: 139, 175, 189-190</i>
B. Research Methods (Longitudinal, Cross-sectional)	<i>ST: 183</i>
C. Heredity-Environmental Issues	<i>ST: 97-105, 114-125, 134-136</i>
D. Developmental Theories	<i>ST: 148-154, 168-171, 190-191</i>
E. Dimensions of Development	
i. Physical	<i>ST: 139-146, 165-167, 175-181</i>
ii. Cognitive	<i>ST: 147-154, 167-168, 181-185</i>
iii. Social	<i>ST: 154-163, 170-173, 185-191</i>
iv. Moral	<i>ST: 168-170</i>
F. Gender Roles, Gender Differences	<i>ST: 126-133</i>
X. Personality (7 Days)	
A. Personality Theories and Approaches	<i>ST: 595-630</i>
B. Assessment Techniques	<i>ST: 602-603, 610-611, 615-618, 629-630</i>
C. Self-concept and Self-esteem	<i>ST: 161, 610, 631-633</i>
D. Growth and Adjustment	<i>ST: 633-636</i>
XI. Testing and Individual Differences (11 Days)	
A. Standardization and Norms	<i>ST: 446-447</i>
B. Reliability and Validity	<i>ST: 448-449</i>
C. Types of Test	<i>ST: 442-445, 602-603, 615-618</i>
D. Ethics and Standards in Testing	<i>ST: 464-466</i>
E. Intelligence	<i>ST: 431-454</i>
F. Heredity/Environment and Intelligence	<i>ST: 454-459</i>
G. Human Diversity	<i>ST: 459-464</i>
XII. Abnormal Psychology (12 Days)	
A. Definitions of Abnormality	<i>ST: 640-642</i>
B. Theories of Psychopathology	<i>ST: 642-643</i>
C. Diagnosis of Psychopathology	<i>ST: 644-648</i>
D. Anxiety Disorders	<i>ST: 649-657</i>
E. Somatoform Disorders	<i>ST: 652-653</i>
F. Mood Disorders	<i>ST: 658-668</i>
G. Schizophrenic Disorders	<i>ST: 669-676</i>
H. Organic Disorders	<i>ST: 180-181, 672-674</i>

- I. Personality Disorders ST: 677-679
- J. Dissociative Disorders ST: 656-657

XIII. Treatment of Psychological Disorders (7 Days)

- A. Treatment Approaches
 - i. Insight therapies: psychodynamic/humanistic approaches ST: 686-690
 - ii. Behavioral Approaches ST: 690-694
 - iii. Cognitive Approaches ST: 694-697
 - iv. Biological Approaches (psychopharmacology/psychosurgery) ST: 711-718
- B. Modes of Therapy (ie: Individual, Group) ST: 697-698
- C. Community and Preventative Measures ST: 719-720

XIV. Social Psychology (10 Days)

- A. Group Dynamics ST: 737-741
- B. Attribution Processes ST: 724-726
- C. Interpersonal Perception ST: 743-748, 758-770
- D. Conformity, Compliance, Obedience ST: 730-741
- E. Attitudes and Attitude Change ST: 726-730
- F. Organizational Behavior ST: 499-510
- G. Aggression/Antisocial Behavior ST: 749-758

Unit Objectives (Martin Bolt's Instructor's Resources for Myers' *Psychology*, 2007)

After completing their study of this unit, the students will be able to:

I. History and Approaches

- A. Define psychology
- B. Trace psychology's prescientific roots, from early understandings of mind and body to the beginnings of modern science
- C. Explain how early psychologists sought to understand the mind's structure and functions, and identify some of the leading psychologists who worked in these areas
- D. Describe the evolution of psychology from the 1920's to today
- E. Summarize the nature-nurture debate in psychology, and describe the principle of natural selection
- F. Identify the three main levels of analysis in the biopsychological approach, and explain why psychology's varied perspectives are complementary
- G. Identify some of psychology's subfields, and explain the difference between clinical psychology and psychiatry

After completing their study of this unit, the students will be able to:

II. Research Methods

- A. State five effective study techniques
- B. Describe hindsight bias, and explain how it can make research findings seem like common sense
- C. Describe how the scientific attitude encourages critical thinking
- D. Describe how overconfidence contaminates our everyday judgments
- E. Describe how psychological theories guide scientific research
- F. Identify an advantage and a disadvantage of using case studies to study behavior and mental processes
- G. Identify the advantages and disadvantages of using surveys to study behavior and mental processes, and explain the importance of wording effects and random sampling
- H. Identify an advantage and a disadvantage of using naturalistic observation to study behavior and mental processes
- I. Describe positive and negative correlations, and explain how correlational measures can aid the process of prediction
- J. Explain why correlational research fails to provide evidence of cause-effect relationships
- K. Describe how people form illusory correlations
- L. Explain the human tendency to perceive order in random sequences
- M. Explain how experiments help researchers isolate cause and effect
- N. Explain why the double-blind procedure and random assignment build confidence in research findings
- O. Explain the difference between independent and dependent variable
- P. Explain the importance of statistical principles, and give an example of their use in everyday life
- Q. Explain how bar graphs can misinterpret data
- R. Describe the three measures of central tendency, and tell which is most affected by extreme scores
- S. Describe two measures of variation
- T. Identify three principles for making generalizations from samples
- U. Explain how psychologists decide whether differences are meaningful
- V. Explain the value of simplified laboratory conditions in discovering general principles of behavior
- W. Discuss whether psychological research can be generalized
- X. Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans
- Y. Describe how personal values can influence psychologists' research and its application, and discuss psychology's potential to influence people

After completing their study of this unit, the students will be able to:

III. Biological Bases of Behavior

- A. Explain why psychologists are concerned with human biology, and describe the ill-fated phrenology theory

- B. Explain how viewing each person as a biopsychosocial system helps us understand human behavior, and discuss why researchers study other animals in search of clues to human neural processes
- C. Describe the parts of a neuron, and explain how its impulses are generated
- D. Describe how nerve cells communicate
- E. Explain how neurotransmitters affect behavior, and outline the effects of acetylcholine and the endorphins
- F. Explain how drugs and other chemicals affect neurotransmission, and describe the contrasting effects of agonists and antagonists
- G. Describe the nervous system's two major divisions, and identify the three types of neurons that transmit information through the system
- H. Identify the subdivisions of the peripheral nervous system, and describe their functions
- I. Contrast the simplicity of the reflex pathways with the complexity of neural networks
- J. Describe the nature and functions of the endocrine system and its interaction with the nervous system
- K. Describe several techniques for studying the brain
- L. Describe the components of the brainstem, and summarize the functions of the brainstem, thalamus, and cerebellum
- M. Describe the structure and functions of the limbic system, and explain how one of these structures controls the pituitary gland
- N. Define cerebral cortex, and explain its importance to the human brain
- O. Identify the four lobes of the cerebral cortex
- P. Summarize some of the findings on the functions of the motor cortex and the sensory cortex, and discuss the importance of the association areas
- Q. Describe the five brain areas that would be involved if you read this sentence aloud
- R. Discuss the brain's plasticity following injury or illness
- S. Describe split-brain research, and explain how it helps us understand the functions of our left and right hemispheres
- T. Discuss the relationships among brain organization, handedness, and mortality
- U. Give examples of differences and similarities within the human family
- V. Describe the types of questions that interest behavior geneticists
- W. Define chromosome, DNA, gene, and genome, and describe their relationships
- X. Explain how identical and fraternal twins differ, and cite ways that behavior geneticists use twin studies to understand the effects of environment and heredity
- Y. Cite ways that behavior geneticists use adoption studies to understand the effects of environment and heredity
- Z. Discuss how the relative stability of our temperament illustrates the influence of heredity on development
- AA. Discuss heritability's application to individuals and groups, and explain what we mean when we say genes are self-regulating
- BB. Give an example of example of a genetically influenced trait that can evoke responses in

- others, and give another example of an environment that can trigger gene activity
- CC. Identify the potential promise and perils of genetic research
 - DD. Describe the area of psychology that interests evolutionary psychologists
 - EE. State the principle of natural selection, and point out some possible effects of natural selection in the development of human characteristics
 - FF. Identify some gender differences in sexuality
 - GG. Describe evolutionary explanations for gender differences in sexuality
 - HH. Summarize the criticisms of evolutionary explanations of human behaviors, and describe the evolutionary psychologists' responses to these criticisms
 - II. Describe some of the conditions that can affect development before birth
 - JJ. Describe how experience can modify the brain
 - KK. Explain why we should be careful in attributing children's success and failures to their parents' influence
 - LL. Evaluate the importance of peer influence on development
 - MM. Discuss the survival benefits of culture
 - NN. Describe some ways that cultures differ
 - OO. Explain why changes in the human gene pool cannot account for culture change over time
 - PP. Identify some ways a primarily individualist culture differs from primarily collectivist culture, and compare their effects on personal identity
 - QQ. Describe some ways that child-rearing differs in individualist and collectivist cultures
 - RR. Describe some ways that humans are similar, despite their cultural differences
 - SS. Identify some biological and psychological differences between males and females
 - TT. Summarize the gender gap in aggression
 - UU. Describe some gender differences in social power
 - VV. Discuss gender differences in connectedness, or the ability to "tend and befriend"
 - WW. Explain how biological sex is determined, and describe the role of sex hormones in biological and gender differences
 - XX. Discuss the relative importance of environment on the development of gender roles, and describe two theories of gender-typing
 - YY. Describe the biopsychosocial approach to development

After completing their study of this unit, the students will be able to:

IV. Sensation and Perception

- A. Contrast sensation and perception, and explain the differences between bottom-up and top-down processing
- B. Distinguish between absolute and difference thresholds, and discuss whether we can sense stimuli below our absolute threshold and be influenced by them
- C. Describe sensory adaptation, and explain how we benefit from being unaware of unchanging stimuli
- D. Define transduction, and specify the form of energy our visual system converts into neural messages our brain can interpret

- E. Describe the major structures of the eye, and explain how they guide an incoming ray of light toward the eye's receptor cells
- F. Contrast the two types of receptor cells in the retina, and describe the retina's reaction to light
- G. Discuss the different levels of processing that occur as information travels from the retina to the brain's cortex
- H. Define parallel processing, and discuss its role in visual information processing
- I. Explain how the Young-Helmholtz and opponent-process theories help us understand color vision
- J. Explain the importance of color constancy
- K. Describe the characteristics of the pressure waves we experience as sound
- L. Describe the three regions of the ear, and outline the series of events that triggers the electrical impulses sent to the brain
- M. Contrast place and frequency theories, and explain how they help us to understand pitch perception
- N. Describe how we pinpoint sound
- O. Contrast the two types of hearing loss, and describe some of their causes
- P. Describe how cochlear implants function, and explain why Deaf culture advocates object to these devices
- Q. Describe the sense of touch
- R. State the purpose of pain, and describe the biopsychosocial approach to pain
- S. Describe the sense of taste, and explain the principle of sensory interaction
- T. Describe the sense of smell, and explain why specific odors so easily trigger memories
- U. Distinguish between kinesthesia and the vestibular sense
- V. Describe the interplay between attention and perception
- W. Explain how illusions help us to understand some of the ways we organize stimuli into meaningful perceptions
- X. Describe Gestalt psychology's contribution to our understanding of perception
- Y. Explain the figure-ground relationship, and identify principles of perceptual grouping to form perception
- Z. Explain the importance of depth perception, and discuss the contribution of visual cliff research to our understanding of this ability
- AA. Describe two binocular cues for perceiving depth, and explain how they help the brain to compute distance
- BB. Explain how monocular cues differ from binocular cues, and describe several monocular cues for perceiving depth
- CC. State the basic assumption we make in our perceptions of motion, and explain how those perceptions can be deceiving
- DD. Explain the importance of perceptual constancy
- EE. Describe the size and shape constancies, and explain how our expectations about perceived size and difference contribute to some visual illusions
- FF. Discuss light constancy and its similarity to color constancy

- GG. Describe the contribution of restored-vision and sensory deprivation research in our understanding of the nature-nurture interplay in our perception
- HH. Explain how the research on distorting goggles increases our understanding of the adaptability of perception
- II. Define perceptual set, and explain how it influences what we do or do not perceive
- JJ. Explain why the same stimulus can evoke different perceptions in different contexts
- KK. Describe the role human factors psychologists play in creating user-friendly machines and Settings
- LL. Identify the three most testable forms of ESP, and explain why most research psychologists remain skeptical of ESP claims

After completing their study of this unit, the students will be able to:

V. States of Consciousness

- A. Discuss the history of psychology's study of consciousness, and contrast conscious and unconscious information processing
- B. Distinguish four types of biological rhythms, and give an example of each
- C. Describe the cycle of our circadian rhythm, and identify some events that disrupt this biological clock
- D. List the stages of the sleep cycle, and explain how they differ
- E. Explain why sleep patterns and duration of sleep vary from one person to another
- F. Discuss several risks associated with sleep deprivation
- G. Identify four theory of why we sleep
- H. Identify and describe the major sleep disorders
- I. Describe the most common content of dreams
- J. Compare the major perspectives on why we dream
- K. Define hypnosis, and note some similarities between the behavior of hypnotized people and that of motivated, non-hypnotized people
- L. Discuss the characteristics of people who are susceptible to hypnosis, and evaluate claims that hypnosis can influence people's memory, will, health, and perception of pain
- M. Give arguments for and against hypnosis as an altered state of consciousness
- N. Define psychoactive drug
- O. Discuss the nature of drug dependence, and identify three common misconceptions about addiction
- P. Name the main categories of psychoactive drugs, and list three ways these substances can interfere with neurotransmission
- Q. Explain how depressants affect nervous system activity and behavior, and summarize the findings on alcohol use and abuse
- R. Identify the major stimulants, and explain how they affect neural activity and behavior
- S. Describe the physiological and psychological effects of hallucinogens, and summarize the effects of LSD and marijuana

- T. Discuss the biological, psychological, and sociol-cultural factors that contribute to drug use
- U. Describe the near-death experience and the controversy over whether it provides evidence for a mind-body dualism

After completing their study of this unit, the students will be able to:

VI. Learning

- A. Define learning, and identify two forms of learning
- B. Define classical conditioning and behaviorism, and describe the basic components of classical conditioning
- C. Define the timing requirements for the initial learning of a stimulus-response relationship
- D. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination
- E. Discuss the survival value of generalization and discrimination
- F. Discuss the importance of cognitive processes in classical conditioning
- G. Describe some of the ways that biological predispositions can affect learning by classical conditioning
- H. Summarize Pavlov's contribution to our understanding of learning
- I. Describe some uses of classical conditioning to improve human health and well-being
- J. Identify the two major characteristics that distinguish classical conditioning from operant conditioning
- K. State Thorndike's law of effect and explain its connection to Skinner's research on operant conditioning
- L. Describe the shaping procedure, and explain how it can increase our understanding of what nonverbal animals and babies can discriminate
- M. Compare positive and negative reinforcement, and give one example each of a primary reinforcer, a conditioned reinforcer, an immediate reinforcer, and a delayed reinforcer
- N. Discuss the strengths and weaknesses of continuous and partial (intermittent) reinforcement schedules, and identify four schedules of partial reinforcement
- O. Discuss the ways negative punishment, and positive punishment, and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique
- P. Explain how latent learning and the effect of external rewards demonstrate that cognitive processing is an important part of learning
- Q. Explain how biological predispositions place limits on what can be achieved with operant conditioning
- R. Describe the controversy over Skinner's views of human behavior
- S. Describe some ways to apply operant conditioning principles at school, in sports, and at home
- T. Identify the major similarities and differences between classical and operant conditioning
- U. Discuss the process of observational learning, and explain the importance of the discovery of mirror neurons
- V. Describe Bandura's findings on what determines whether we will imitate a model
- W. Discuss the impact of prosocial modeling

- X. Explain why correlations cannot prove that watching violent TV causes violent behavior, and cite some experimental evidence that helps demonstrate a cause-effect link

After completing their study of this unit, the students will be able to:

VII. Cognition (Memory, Thinking, Language)

- A. Define memory, and explain how flashbulb memories differ from other memories
- B. Describe Atkinson-Shiffrin's classic three-stage processing model of memory, and explain how the contemporary model of working memory differs
- C. Describe the types of information we encode automatically
- D. Contrast effortful processing with automatic processing, and discuss the next-in-line effect, the spacing effect, and the serial positioning effect
- E. Compare the benefits of visual, acoustic, and semantic encoding in remembering verbal information, and describe a memory-enhancing strategy related to the self-reference effect
- F. Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding
- G. Discuss the use of chunking and hierarchies in effortful processing
- H. Contrast two types of sensory memory
- I. Describe the duration and working capacity of short-term memory
- J. Describe the capacity and duration of long-term memory
- K. Discuss the synaptic changes that accompany memory formation and storage
- L. Discuss some ways hormones can affect memory
- M. Distinguish between implicit and explicit memory, and identify the main brain structure associated with each
- N. Contrast the recall, recognition, and relearning measures of memory
- O. Explain how retrieval cues can help us access stored memories, and describe the process of priming
- P. Cite some ways that context can affect retrieval
- Q. Describe the effects of internal states on retrieval
- R. Explain why we should value our ability to forget, and distinguish three general ways our memory fails us
- S. Discuss the role of encoding failure in forgetting
- T. Discuss the concept of storage decay, and describe Ebbinghaus' forgetting curve
- U. Contrast proactive and retroactive interference, and explain how they can cause retrieval failure
- V. Summarize Freud's concept of repression, and state whether this view is reflected in current memory research
- W. Explain how misinformation and imagination can distort our memory of an event
- X. Describe source amnesia's contribution to false memories
- Y. List some differences and similarities between true and false memories
- Z. Give arguments supporting and rejecting the position that very young children's reports of abuse are reliable

- AA. Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse
- BB. Explain how an understanding of memory can contribute to effective study techniques
- CC. Define cognition
- DD. Describe the roles of categories, hierarchies, definitions, and prototypes in concept formation
- EE. Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them
- FF. Contrast the confirmation bias and fixation, and explain how they can interfere with effective problem solving
- GG. Contrast the representativeness and availability heuristics, and explain how they can cause us to underestimate or ignore important information
- HH. Describe the drawbacks and advantages of overconfidence in decision-making
- II. Describe how others use framing to elicit answers they want
- JJ. Discuss how our preexisting beliefs can distort our logic
- KK. Describe the remedy for the belief perseverance phenomenon
- LL. Describe the smart thinker's reaction to using intuition to solve problems
- MM. Describe the basic structural units of a language
- NN. Trace the course of language acquisition from the babbling stage through the two-word stage
- OO. Discuss Skinner's and Chomsky's contributions to the nature-nurture debate over how children acquire language, and explain why statistical learning and critical periods are important concepts in children's language and learning
- PP. Summarize Whorf's linguistic determinism hypothesis, and comment on its standing in contemporary psychology
- QQ. Discuss the value of thinking in images
- RR. List five cognitive skills shared by the great apes and humans
- SS. Outline the arguments for and against the idea that animals and humans share the same capacity for language

After completing their study of this unit, the students will be able to:

VIII. Motivation and Emotion (Stress and Health)

- A. Define motivation as psychologists use the term today, and name perspectives useful for studying motivated behavior
- B. Discuss the similarities and differences between instinct theory and the evolutionary perspective
- C. Explain how drive-reduction theory views human motivation
- D. Discuss the contribution of arousal theory to the study of motivation
- E. Describe Maslow's hierarchy of motives
- F. Describe the physiological determinants of hunger
- G. Discuss psychological and cultural influencers on hunger

- H. Explain how the eating disorders anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behavior
- I. Describe the human sexual response cycle, and discuss some causes of sexual disorders
- J. Discuss the impact of hormones on sexual motivation and behavior
- K. Describe the role of external stimuli and fantasies in sexual motivation and behavior
- L. Discuss some of the forces that influence teen pregnancy and teen attitudes toward contraception
- M. Describe the trends in the spread of sexually transmitted infections
- N. Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation
- O. Discuss the place of values in sex research
- P. Describe the adaptive value of social attachments, and identify both healthy and unhealthy consequences for our need to belong
- Q. Discuss the importance of flow, and identify the three subfields of industrial-organizational psychology
- R. Describe how personal psychologists help organizations with employee selection, work placement, and performance appraisal
- S. Define achievement motivation, and explain why organizations would employ an I/O psychologist to help motivate employees and foster employee satisfaction
- T. Describe several effective management techniques
- U. Identify the three components of emotion, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion
- V. Describe the role of the autonomic nervous system during emotional arousal
- W. Discuss the relationship between arousal and performance
- X. Name three emotions that involve similar physiological arousal
- Y. Describe some physiological and brain-pattern indicators of specific emotions
- Z. Explain how the spill-over effect influences our experience of emotions
- AA. Distinguish the two alternative pathways that sensory stimuli may travel when triggering emotional response
- BB. Describe some of the factors that affect our ability to decipher nonverbal cues
- CC. Describe some gender differences in perceiving and communicating emotions
- DD. Discuss the research on reading and misreading facial and behavioral indicators of emotions
- EE. Discuss the culture-specific and culturally universal aspects of emotional expression, and explain how emotional expressions could enhance survival
- FF. Discuss the facial feedback and behavior feedback phenomena, and give an example of each
- GG. Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions
- HH. Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions

- II. State two ways we learn our fears
- JJ. Discuss some of the biological components of fear
- KK. Identify some common triggers and consequences of anger, and assess the catharsis hypothesis
- LL. Describe how the feel-good, do-good phenomena works, and discuss the importance of research on subjective well-being
- MM. Discuss some of the daily and long-term variations in the duration of emotions
- NN. Summarize the findings on the relationship between affluence and happiness
- OO. Describe how adaptation and relative deprivation affect our appraisals of our achievements
- PP. Summarize the ways that we can influence our own levels of happiness
- QQ. Identify some behavior-related causes of illness and death, and describe health psychology's contribution to the field of behavioral medicine
- RR. Discuss the role of appraisal in the way we respond to stressful events
- SS. Describe the dual-track system body which our body responds to stress, and identify the three phases of the general adaptation syndrome
- TT. Discuss the health consequences of catastrophes, significant life-changes, and daily hassles
- UU. Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities
- VV. Distinguish between a psychophysiological illness and hypochondriasis
- WW. Describe the effect of stress on immune system functioning
- XX. Discuss the findings on the link between stress and AIDS
- YY. Discuss the findings on the link between stress and cancer
- ZZ. Describe the impact of learning on immune system functioning
- AAA. Contrast problem-focused coping and emotion-focused coping
- BBB. Describe how a perceived lack of control can affect health
- CCC. Discuss the links among explanatory style, stress, and health
- DDD. Describe some of the ways that social support acts as a stress buffer
- EEE. Discuss the advantages of aerobic exercise as a technique for managing stress and fostering well-being
- FFF. Compare the benefits of biofeedback and relaxation training as stress-management techniques, and discuss meditation as a relaxation technique
- GGG. Discuss the correlation between religiosity and longevity, and offer some possible explanations for this link
- HHH. Explain why people smoke, although educated on its hazards
- III. Discuss ways to help smokers quit their addiction, and also measures to prevent young people from starting to smoke
- JJJ. Describe the adaptive advantages, and modern-day disadvantages, of a body that stores fat
- KKK. Describe some of the social effects of obesity
- LLL. Discuss some of the research findings on the role of heredity and the environment in determining body weight
- MMM. Discuss the chances of success for an overweight person who wants to lose weight

After completing their study of this unit, the students will be able to:

IX. Developmental Psychology

- A. State the three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology
- B. Describe the union of sperm and egg during conception
- C. Define zygote, embryo, and fetus, and explain how teratogens can affect development
- D. Describe some abilities of the newborn, and explain how researchers use habituation to assess infant sensory and cognitive abilities
- E. Describe some developmental changes in a child's brain, and explain why maturation accounts for many of our similarities
- F. Outline four events in motor development sequence from birth to toddlerhood, and evaluate the effects of maturation and experience on that sequence
- G. Explain why we have few memories of experiences during our first three years of life
- H. State Piaget's understanding of how the mind develops, and discuss the importance of assimilation and accommodation in this process
- I. Outline Piaget's stages of cognitive development, and comment on how children's thinking changes during these four stages
- J. Discuss psychologists' current views on Piaget's theory of cognitive development
- K. Define stranger anxiety
- L. Discuss the effects of nourishment, body contact, and familiarity on infant social attachment
- M. Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant's feelings of basic trust
- N. Assess the impact of parental neglect, family disruption, and day care on attachment patterns and development
- O. Trace the onset and development of children's self-concept
- P. Describe three parenting styles, and offer three potential explanations for the link between authoritative parenting and social competence
- Q. Define adolescence
- R. Identify the major physical changes that occur during adolescence in females and males
- S. Describe the changes in reasoning abilities that Piaget called formal operations
- T. Discuss the moral development from the perspectives of moral thinking, moral feeling, and moral action
- U. Identify Erikson's eight stages of psychosocial development and their accompanying issues
- V. Explain how the search for identity affects us during adolescence, and discuss how forming and identity prepares us for intimacy
- W. Contrast parental and peer influences during adolescence
- X. Discuss the characteristics of emerging adulthood
- Y. Identify the major physical changes that occur in middle adulthood

- Z. Compare life expectancy in the mid-twentieth century and early twenty-first centuries, and discuss changes in sensory abilities and health (including frequency of dementia) in older adults
- AA. Assess the impact of aging on recall and recognition in adulthood
- BB. Summarize the contributions of cross-cultural and longitudinal studies to our understanding of the normal effects of aging on adult intelligence
- CC. Explain why the path of adult development need not be tightly linked to one's chronological age
- DD. Discuss the importance of love, marriage, and children in adulthood, and comment on the contribution of one's work to feelings of self-satisfaction
- EE. Describe trends in people's life satisfaction across the life span
- FF. Describe the range of reactions to the death of a loved one
- GG. Summarize current views on continuity and stages and stability versus change in lifelong development

After completing their study of this unit, the students will be able to:

X. Personality

- A. Define personality
- B. Explain how Freud's experiences in private practice led to the theory of psychoanalysis
- C. Discuss Freud's view of the mind as an iceberg, and explain how he used this image to represent consciousness and unconscious regions of the mind
- D. Describe Freud's view of personality structure, and discuss the interactions of the id, ego, and Superego
- E. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior
- F. Describe the function of defense mechanisms, and those most commonly used
- G. Contrast the views of the neo-Freudians and the psychodynamic theories with Freud's original theory
- H. Describe two projective tests used to assess personality, and discuss some criticisms of them
- I. Summarize psychology's current assessment of Freud's theory of psychoanalysis
- J. Summarize Abraham Maslow's concept of self-actualization, and explain how his ideas illustrate the humanistic perspective
- K. Discuss Carl Rogers' person-centered perspective, and explain the importance of unconditional positive regard
- L. Explain how humanistic psychologists assessed personality
- M. State the major criticisms of the humanistic perspective on personality
- N. Cite the main difference between the trait psychoanalytic perspectives on personality
- O. Describe some of the ways psychologists have attempted to compile a list of basic personality traits

- P. Explain how psychologists use personality inventories to assess traits, and discuss the most widely used inventory
- Q. Identify the Big Five personality factors, and discuss some of the strengths of this approach to personality
- R. Summarize the person-situation controversy, and explain its importance as a commentary on the trait perspective
- S. Explain why psychologists are interested in the consistency of trait expressiveness
- T. Describe the social-cognitive perspective, and explain how reciprocal determinism illustrates that perspective
- U. Discuss the effects of a perception of internal or external control, and describe the concept of learned-helplessness
- V. Discuss the link between performance and optimistic or pessimistic attributional style, and contrast positive psychology with humanistic psychology
- W. Explain why social-cognitive researchers assess behavior in realistic situations
- X. Summarize criticisms of the social-cognitive perspective
- Y. Explain why psychology has generated so much research on the self, and give three examples of current research on the self
- Z. Give two alternative explanations for the positive correlation between low self-esteem and personal problems
- AA. Discuss two ways that people maintain their self-esteem under conditions of discrimination or low status
- BB. Discuss some evidence for self-serving bias, and contrast defensive and secure self-esteem

After completing their study of this unit, the students will be able to:

XI. Testing and Individual Differences

- A. Discuss the difficulty in defining intelligence, and explain what it means to “reify intelligence”
- B. Present arguments for and against considering intelligence as one general mental ability
- C. Compare Gardner’s and Sternberg’s theories of intelligences
- D. Describe the four aspects of emotional intelligence, and discuss criticisms of this concept
- E. Identify factors associated with creativity, and describe the relationship between creativity and intelligence
- F. Describe the relationship between intelligence and brain anatomy
- G. Discuss findings on the correlations between perceptual speed, neural processing speed, and intelligence
- H. Define intelligence test, and discuss the history of intelligence testing
- I. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS
- J. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve
- K. Explain what it means to say a test is reliable
- L. Explain what it means to say a test is valid, and describe two types of validity

- M. Describe the stability of intelligence scores over a life span
- N. Discuss the two extremes of the normal distribution of intelligence
- O. Discuss the evidence for the genetic contribution to individual intelligence, and explain what psychologists mean by the heritability of intelligence
- P. Discuss the evidence for environmental influences on individual intelligence
- Q. Describe ethnic similarities and differences in intelligence test scores, and discuss some genetic and environmental factors that might explain them
- R. Describe gender differences in abilities
- S. Discuss whether intelligence tests are biased, and describe the stereotype threat phenomenon

After completing their study of this unit, the students will be able to:

XII. Abnormal Psychology

- A. Identify the criteria for judging whether behavior is psychologically disordered
- B. Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior
- C. Describe the goals and content of the DSM-IV
- D. Discuss the potential dangers and benefits of using diagnostic labels
- E. Define anxiety disorders, and explain how these conditions differ from normal feelings of stress, tension, or uneasiness
- F. Contrast the symptoms of generalized anxiety disorder and panic disorder
- G. Explain how a phobia differs from fears we all experience
- H. Describe the symptoms of obsessive-compulsive disorder (OCD)
- I. Describe the symptoms of post-traumatic stress disorder, and discuss survivor resiliency
- J. Discuss the contributions of the learning and biological perspectives to our understanding of the development of anxiety disorders
- K. Describe the symptoms of dissociative disorders, and explain why some critics are skeptical about dissociative identity disorder
- L. Define mood disorders, and contrast major depressive disorder and bipolar disorder
- M. Discuss the facts that an acceptable theory of depression must explain
- N. Summarize the contributions of the biological perspective to the study of depression, and discuss the link between suicide and depression
- O. Summarize the contributions of the social-cognitive perspective to the study of depression, and describe the events in the cycle of depression
- P. Describe the symptoms of schizophrenia, and differentiate delusions and hallucinations
- Q. Distinguish the five subtypes of schizophrenia, and contrast chronic and acute schizophrenia
- R. Outline some abnormal brain chemistry, functions, and structures associated with schizophrenia, and discuss a possible link between prenatal viral infections and schizophrenia
- S. Discuss the evidence for a genetic contribution to the development of schizophrenia
- T. Describe some psychological factors that may be early warning signs of schizophrenia in children

- U. Contrast the three clusters of personality disorders, and describe the behaviors and brain activity associated with antisocial personality disorder
- V. Discuss the prevalence of psychological disorders, and summarize the findings on the link between poverty and serious psychological disorders

After completing their study of this unit, the students will be able to:

XIII. Treatment of Psychological Disorders

- A. Discuss some ways psychotherapy, biomedical therapy, and an eclectic approach to therapy differ
- B. Define psychoanalysis, and discuss the aims of this form of therapy
- C. Describe some of the methods used in psychoanalysis, and list some criticisms of this form of therapy
- D. Contrast psychodynamic therapy and interpersonal therapy with traditional psychoanalysis
- E. Identify the basic characteristics of the humanistic therapies, and describe the specific goals and techniques of Carl Rogers' client-centered therapy
- F. Explain how the basic assumption of behavior therapy differs from those of traditional psychoanalytic and humanistic therapies
- G. Define counter-conditioning, and describe the techniques used in exposure therapies and aversive conditioning
- H. State the main premise of therapy based on operant conditioning principles, and describe the views of proponents and critics of behavior modification
- I. Contrast cognitive therapy and cognitive-behavior therapy, and give some examples of cognitive therapy for depression
- J. Discuss the rationale and benefits of group therapy, including family therapy
- K. Explain why clients tend to overestimate the effectiveness of psychotherapy
- L. Give some reasons why clinicians tend to overestimate the effectiveness of psychotherapy, and describe two phenomena that contribute to clients' and clinicians' misperceptions in this area
- M. Describe the importance of outcome studies in judging the effectiveness of the psychotherapies, and discuss some of these findings
- N. Summarize the findings on which psychotherapies are most effective for specific disorders
- O. Evaluate the effectiveness of eye movement desensitization and reprocessing (EMDR) and light exposure therapies
- P. Describe the three benefits attributed to all psychotherapies
- Q. Discuss the role of values and cultural differences in the therapeutic process
- R. Define psychopharmacology, and explain how double-blind studies help researchers evaluate a drug's effectiveness
- S. Describe the characteristics of antipsychotic drugs in treating schizophrenia
- T. Describe the characteristics of antianxiety drugs
- U. Describe the characteristics of antidepressant drugs, and discuss their use in treating specific disorders
- V. Describe the use and effects of mood-stabilizing medications

- W. Describe the use of electroconvulsive therapy in treating severe depression, and discuss some possible alternatives to ECT
- X. Summarize the history of the psychosurgical procedure known as a lobotomy, and discuss the use of psychosurgery today
- Y. Explain the rationale of preventative mental health programs

After completing their study of this unit, the students will be able to:

XIV. Social Psychology

- A. Describe the three main focuses of social psychology
- B. Contrast dispositional and situational attributions, and explain how the fundamental attribution error can affect our analysis of behavior
- C. Define attitude
- D. Describe the conditions under which attitudes can affect actions
- E. Explain how the foot-in-the-door phenomenon, role-playing, and cognitive dissonance illustrate the influence of actions on attitudes
- F. Describe the chameleon effect, and give an example of it
- G. Discuss Asch's experiments on conformity, and distinguish between normative and informational social influence
- H. Describe Milgram's experiments on obedience, and outline the conditions in which obedience was highest
- I. Explain how the conformity and obedience studies can help us understand our susceptibility to social influence
- J. Describe the conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation
- K. Discuss how group interaction can facilitate group polarization and groupthink
- L. Identify the characteristic common to minority positions that sway majorities
- M. Identify the three components of prejudice
- N. Contrast overt and subtle forms of prejudice, and give examples of each
- O. Discuss the social factors that contribute to prejudice
- P. Explain how scapegoating illustrates the emotional component of prejudice
- Q. Cite four ways that cognitive processes help create and maintain prejudice
- R. Explain how psychology's definition of aggression differs from everyday usage
- S. Describe three levels of biological influences on aggression
- T. Outline four psychological triggers of aggression
- U. Discuss the effects of violent video games on social attitudes and behavior
- V. Explain how social traps and mirror-image perceptions fuel social conflict
- W. Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction
- X. Describe the effect of physical arousal on passionate love, and identify two predictors of enduring compassionate love
- Y. Define altruism, and give an example
- Z. Describe the steps in the decision-making process involved in bystander intervention
- AA. Explain altruistic behavior from the perspective of social exchange theory and social norms
- BB. Discuss effective ways of encouraging peaceful cooperation and reducing social conflict

Additional Proficiencies

During September through the duration of the school calendar year, the student will:

1. Identify and discuss the contributions of significant psychologists and the like in the field of psychology
2. Read and comprehend the standard textbook (Myers, 2007) and relevant supplementary materials;
3. Prepare organized and coherent notes based on teacher lecture and recitations, in-class discussions, in-class and field experiments, demonstrations, audio-visual presentations and computer-based learning activities;
3. Analyze in writing the literal and implied meanings of print, electronic and audiovisual materials;
4. Individually and in groups organize, practice, and present oral discourses on selected research topics
5. Prepare written essays addressing selected topics in psychology;
6. Utilize and interpret in a critical manner library and online resources during the process of research;
7. Prepare and present a research paper on a specific mental disorder in psychology and present findings to the class;
8. Analyze primary and secondary resources which illustrate key themes and problems in psychology;
9. Recognize the differences between classical and operant conditioning and higher level learning;
10. Describe the processes involved in memory formation, forgetting and memory loss;
11. Evaluate the role of language in the development of thought;
12. Compare problem solving methods and models of decision making and their applications;
13. Explore the origins of intelligence testing and the validity and reliability of current testing methods;
14. Explain perceptual concepts such as thresholds, constancies, cues, perceived movements, and Gestalt principles;
15. Describe the methods used to study developmental psychology;
16. Identify and elaborate on theories of cognitive, moral, psychosexual, and personality development
17. Evaluate theories of motivation and emotion;
18. Assess cognitive and behavioral strategies to cope with stress;
19. Apply the biological, psychoanalytic, cognitive, behavioral, humanistic, and sociocultural perspectives in assessing potential causes and treatment of mental disorders
20. Demonstrate an understanding of research methods used in psychology;
21. Review the biological basis of behavior;
22. Explore how thoughts, feelings and behavior of an individual are influenced by the behavior of others.

Major Assignments and/or Assessments:

1. **Summer Assignment:** *Forty Studies That Changed Psychology: Explorations Into the History of Psychological Research, 5th Edition*, Richard Hock, Ph.D., © 2005, Pearson Prentice Hall Press
Students are to read assigned selections and complete a detailed outline of the material. Outline format was adapted from the following source: *Writing Lab Reports and Scientific Papers*, Warren D. Dolphin, Iowa State University, Copyright ©1997 McGraw-Hill College Division, <http://www.mhhe.com/biosci/genbio/maderinquiry/writing.html>
2. **Student Journals:** The students are assigned numerous articles from journals, magazines, books, and newspapers to read during the course of the year. Student analysis of all readings is mandatory, and

will be continuously referred to throughout the course. The purpose of the journal is to allow the students to process concepts discussed in class and reflect on supplementary material they are assigned. By encouraging critical thinking and independent exploration, the students should apply careful, objective evaluations of the discipline. In addition, students will be asked to reflect on personal experiences, specific topic questions, current events, and Internet research.

3. **Key Psychological Contributors Outline:** Prior to each unit of study, students will be provided with a list of the key psychological contributors of the unit subject matter. Students are to create detailed resumes of key contributor, including (but not limited to) the following information: name; educational background; psychological perspective to which the contributor is allied; groundbreaking research attributed to said contributor, and, if applicable, research team; additional research attributed to the contributor; etc.
4. **Book Review:** Quarterly, students will be required to read one book from approved reading list corresponding to the topics being discussed in class. If a student feels he/she has another book that relates to a unit discussed, the instructor must approve it. Students are to complete a critical review of the book read and how it connects to the unit discussed during the quarter.
5. **Psychological Disorders Project:** Following the AP Exam, students will work with another student in the class and re-create a fairy tale. In their fairy tale, they are to re-create one of the characters by having the character suffer from a psychological disorder. Throughout their re-creation, they are to identify symptoms of the disorder, identify ways the character will receive treatment, and the future course of the character suffering from the disorder. The fairy tale character suffering from the disorder, must clearly display the DSM-IV-TR diagnostic criteria. Students will then read their re-created fairy tale to the class and a discussion will follow.
6. **Psychological Research Assignments:**
 - a. **Naturalistic Observation:** Student will complete a 20-minute observation of a human participant/group of participants in a naturalistic setting. The purpose is to familiarize students with this method, to improve their powers of observation, and to help them distinguish between subjective and objective records
 - b. **Experimental Design:** Students will be given a hypothetical research problem and are expected to write a proposal for a controlled experiment. The purpose of this assignment is to improve their understanding of research methodology
 - c. **Behavior Modification:** Each student will design an application of operant conditioning principles to modify a human participant's behavior. After receiving Institutional Review Board (IRB) approval, students will attempt the modification over a three-week period. This assignment will enable the student to develop firsthand experience of Skinner's theory.
7. **Cooperative Presentation:** Students will work in small groups to research a recent topic related to the unit on development and then present their findings to the class in an oral report (10 to 15 minutes in duration). This collaborative endeavor will provide the students with an introduction to media center and online research tools in psychology as well as APA documentation.

Course Content Evaluation Procedures (Traditional Assessments):

1. The 14 Unit Tests will include 1 free response and 50 cumulative multiple choice questions .
2. Unit tests will occur every 2-3 weeks depending on the amount of chapters contained.
3. Smaller tests will be given weekly to assess your knowledge of content manner.
4. Tests make up a large portion of the student's overall grade - 70% in Advanced Placement Psychology. The textbook is the student's greatest resource- students must read to succeed.
5. Pop quizzes will be given frequently and on a random basis.

Assessment Policies

1. It is the student's responsibility to check your assignment calendars daily - as assignment due dates will not always be referred to in class.
2. All work is due at the beginning of the scheduled class period. **No late work will be accepted!!**
3. **If the student is absent (FOR ANY REASON) the day a project is due the PROJECT MUST BE BROUGHT TO SCHOOL FOR YOU BY A FRIEND OR FAMILY MEMBER OR EMAILED TO ME. No late projects will be accepted!**
4. If the student is absent the day a homework assignment is due the assignment will be accepted the day he/she returns to school for full credit.
5. Homework and Projects = 25% of your grade in Advanced Placement Psychology, class participation = 5% of your grade.
6. All written assignments (i.e.: Key Psychological Contributors Outline) should be completed according to the following guidelines:
 - a. Must be computer generated
 - b. First and last name in the upper right corner
 - c. Period under your name
 - d. Title centered at the top
 - e. All type should be in a 12 point font
 - f. Page margins should be set to .5 (top, bottom, left, right) to help conserve paper
 - g. Line spacing should be set to 1.5
 - h. All work should be thoughtful & concise - balanced between opinion & research

Organized Binder Checks

In AP Psychology, "organization is the key to success!" This fast- paced year is sure to be filled with not only

excitement, but also a great deal of study aids, handouts, assignments, notes, etc...Remember, Mid-term and Final Exams, as well as the AP Exam are comprehensive - which means students will need to consistently go back to previous units and continue to study them. This is only possible if the student has come up with a systematic way to organize him/herself daily. With this in mind, guidelines will be given to every student, and the binders will be checked for proper organization several times throughout the year. This should help to reinforce quality habits of organization. Binder checks will occur on a randomly during each quarter of the school year.