

# **Southern Regional High School District Course of Study**

**Department – Social Studies**

**Course Title: AP Psychology - Course #4517**

## **Essential Questions of the Course:**

1. Why do we need critical thinking skills?
2. How can we prepare to do acceptable work on the AP Psychology Examination?
3. Why will we learn the basic skills of reading psychological research and be able to apply the concepts taught in class to their own life experiences?
4. What are the major core concepts and theories of psychology?
5. How can we define key terms and use them in their everyday language?

# Unit of Study

**Unit Title:** History, Approaches and Research Methods: Prologue and Chapter 1

## Essential Questions of the Unit:

- How can we define psychology and its historical development as a science?
- Why will we compare and contrast the psychological perspectives?
- What are the basic elements of an experiment (variables, groups, samplings, population, etc.)?
- Why do we need to compare and contrast research methods (case, survey, naturalistic observation)?
- What are correlational studies?
- Why will we discuss the goals of psychology?
- What are the ethics of animal and human research?
- How can we describe the three measures of central tendency (mode, mean and median)?
- Why do we need to describe the measures of variation (range, standard deviation and normal curve)?

## Assessments:

1. Background information relevant to psychology
2. Compare and contrast major schools of psychology
3. Discuss the goals of psychology
4. Explain aggression through each of the current perspectives of psychology
5. Compose an essay as to which type of psychologist a student would choose if he were to become a psychologist, inclusive of hours, location, anticipated payment and office esthetics.
6. Discuss how Psychology is a social science
7. Students will design a research experiment incorporating all of the components of research methods, then transfer data to bar or circle graphs for school display
8. Draw positive and negative correlations
9. Quizzes/ Tests

## **Content:**

- A. Logic, Philosophy and History of Science
- B. Approaches/Perspectives
- C. Experimental, Correlation and Clinical Research
- D. Statistics
- E. Research Methods and Ethics

## **Skills:**

The course provides instruction in history and approaches

The course provides instruction in research methods

The course provides instruction in ethics and research methods used in psychological science

## **Purpose / Rationale of the unit:**

To define psychology, the goals, historical foundations, current psychological perspectives.

To understand the scientific method, psychological measurement, ethical issues in human and animal research, and subliminal influences.

## **New Jersey Core Curriculum Content Standards:**

n/a

## **Time Frame of Unit:**

3 Weeks

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Biological Basis of Human Behavior -Chapter 2**

### Essential Questions of the Unit:

- How can we describe the structure of a neuron and neural impulses?
- What are neuron communications and the function of neurotransmitters?
- Why will we classify and explain the major divisions of the nervous system?
- Why do we need to describe the major functions of the brain structures (thalamus, cerebellum, limbic system, etc.)?
- What are the four lobes of the cerebral cortex and their functions?
- How can we discuss the association areas?
- Why do we need to explain the split-brain studies?
- Why will we describe the nature of the endocrine system and its interaction with the nervous system?

### Assessments:

1. Brain maps
2. Nervous system flowcharting
3. Hand activity for learning neurons
4. Draw action potential
5. Design learning/review game
6. Quizzes/ tests

## **Content:**

- A. Physiological Techniques (imaging, surgical)
- B. Neuroanatomy
- C. Organization of Nervous System
- D. Neural Transmission
- E. Endocrine System
- F. Genetics

## **Skills:**

The course provides instruction in biological bases of behavior.

## **Purpose / Rationale of the unit:**

To understand the Nature vs Nurture debate

To understand the nervous system

## **New Jersey Core Curriculum Content Standards:**

n/a

## **Time Frame of Unit:**

3 Weeks

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9th Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Sensation and Perception (Chapter 6)**

### Essential Questions of the Unit:

- Why do we need to compare and contrast the processes of sensation and perception?
- How can we distinguish between absolute and difference thresholds?
- Why will we label a diagram of the parts of the eye and ear?
- What are operations of the five sensory systems?
- How can we explain the Young-Helmholtz and opponent-process theories of color vision?
- Why do we need to explain the place and frequency theories of pitch perception?
- What is Gestalt Psychology and its impact on perception?
- Why do we need to discuss research on depth perception cues?

### Assessments:

1. Discuss absolute threshold, response bias and signal detection theory
2. Compare and contrast theories of pitch perception
3. Define pheromones and describe their role in olfaction
4. Map of visual system
5. Map of auditory system
6. Explain how taste and smell are related
7. Explain phantom limb pain and the gate control theory
8. Compare and contrast the theories of color vision
9. Search the internet for illusions to share with the class
10. Activities: afterimages, color blindness, binocular cues
11. Quizzes/tests

## **Content:**

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

## **Skills:**

The course provides instruction in sensation and perception.

The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

## **Purpose / Rationale of the unit:**

To understand psychophysics, the visual system, auditory system, smell, taste, and vestibular/kinesthetic senses.

To understand how and why the brain perceives information: sensing, organizing, recognizing, selective attention, depth perception, bottom-up and top-down processing

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

**3 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: States of Consciousness (Chapter 3)**

### Essential Questions of the Unit:

- Why do we need to describe selective attention and inattention?
- How can we describe the sleep cycle and functions of sleep?
- Why will we identify the major sleep disorders?
- What are the contents and possible functions of dreams?
- How can we discuss hypnosis, the hypnotized state, and uses?
- What is the nature of drug dependence?
- What are the names and effects of: depressants, stimulants, and hallucinogens?
- Why do we need to compare the differences between NREM and REM?
- How can we describe the physiological and psychological effects of depressants, stimulants, and hallucinogens?

### Assessments:

1. Keep a dream log for 4 weeks, then analyze dreams using the web
2. Debate whether hypnosis works
3. Review brain waves during sleep vs. wakefulness
4. Why do we sleep?
5. Quizzes/tests

## **Content:**

- A. Selective Attention and Inattention
- B. Sleep and Dreams
- C. Hypnosis
- D. Psychoactive Drugs

## **Skills:**

The course provides instruction in states of consciousness.

The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

## **Purpose / Rationale of the unit:**

To understand the contents and functions of consciousness

To understand the various states of consciousness

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

2 Weeks

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title:** Learning (Chapter 7)

### Essential Questions of the Unit:

- Why do we need to describe Pavlov's experiments and the process of classical conditioning?
- How can we explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination?
- Why will we describe the process of operant conditioning?
- What are the concepts of shaping as demonstrated by Skinner?
- How can we identify the different types of reinforcers and describe the four schedules of reinforcement?
- What is the importance of cognitive processes and biological predispositions in conditioning?
- How can we discuss the effects of punishment on behavior?
- What are Bandura's experiments and observational learning?

### Assessments:

1. Describe the process of classical conditioning
2. Design 5 paradigms for classical conditioning
3. Draw the acquisition curve
4. Explain the law of effect
5. Draw the "operant conditioning reinforcement box" and give 3 examples for each of the 4 parts
6. Draw the schedules of reinforcement
7. Discuss taste aversions
8. Quizzes/tests

## **Content:**

- A. Classical Conditioning
- B. Operant Conditioning
- C. Cognitive Processes in Learning
- D. Biological Factors
- E. Social (Observational) Learning

## **Skills:**

The course provides instruction in learning

## **Purpose / Rationale of the unit:**

To understand the theories on how we learn: Classical and Operant conditioning

To understand how biology influences the learning process

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

**2 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Memory (Chapter 8)**

### Essential Questions of the Unit:

- Why do we need to describe memory: (information processing, sensory, short-term, long-term)?
- How can we distinguish between automatic and effortful processing?
- Why will we explain the encoding process (imagery and organizing)?
- What is the capacity and duration of long-term memory?
- How can we distinguish between implicit and explicit memory?
- Why do we need to describe the importance of retrieval cues?
- How can we discuss the effects of interference and motivated forgetting on retrieval?
- Why will we describe the evidence for the constructive nature of memory?
- What are the techniques used to improve memory?

### Assessments:

1. Draw Ebbinghaus's forgetting curve
2. Compare and contrast iconic and echoic memory
3. Class discussion: First memory, age, event
4. Brainstorm strategies for enhancing memory
5. Create a memory game
6. Write an essay on the accuracy of Loftus' eyewitness testimony
7. Discuss amnesia and long term memory
8. Quizzes/tests

# Content:

A. Memory

## **Skills:**

## **Purpose / Rationale of the unit:**

To understand memory: sensory, short term, and long term

To understand the biological aspects of memory

## **New Jersey Core Curriculum Content Standards:**

n/a

## **Time Frame of Unit:**

**2 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title:** Thinking and Language (Chapter 9)

### Essential Questions of the Unit:

- How can we describe how concepts are formed and the role of prototypes in concept formation?
- Why will we discuss how we use trial and error, algorithms, heuristics, and insight to solve problems
- How can we explain how the representativeness and availability heuristics influence our judgments?
- What is the structure of language (phonemes, morphemes, grammar)?
- Why do we need to identify the stages of language development (babbling, one word, etc.)?
- Why do we need to explain how the nature-nurture debate is illustrated in the theories of language development?
- How can we describe the research on animal cognition and communication?
- What are the brain areas involved in language processing?

### Assessments:

1. Describe the differences and similarities between automatic and controlled processes
2. Discuss Chomsky's Language acquisition device and Genie the Wild Child
3. Phonically recite the alphabet as a class
4. Define what is language, give examples, what about babies?
5. Give examples of functional fixedness, deductive/inductive reasoning, heuristics and algorithms
6. Describe 5 ways to improve problem solving
7. Quizzes/ tests

## **Content:**

- A. Language
- B. Thinking
- C. Problem Solving and Creativity

**Skills:**

The course provides instruction in cognition.

**Purpose / Rationale of the unit:**

To understand cognition, language use, visual cognition, problem solving and reasoning.

## **New Jersey Core Curriculum Content Standards:**

n/a

## **Time Frame of Unit:**

**2 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Intelligence, Testing and Diversity (Chapters 10 and 4)**

### Essential Questions of the Unit:

- How can we trace the origins of intelligence testing?
- Why will we describe the nature of intelligence?
- What are the factors associated with creativity?
- Why do we need to distinguish between aptitude and achievement tests?
- What is test standardization?
- How can we distinguish between the reliability and validity of intelligence tests?
- Why will we describe the low extreme of intelligence (mental retardation, Down's Syndrome)?
- What is the high extreme of intelligence (gifted, genius, etc.)?
- How can we discuss evidence for both genetic and environmental influences on intelligence?
- What is cultural bias?

### Assessments:

1. Explain the history of intelligence testing
2. Compare and contrast the Stanford Binet vs. Wechsler testing
3. Explain Gardners theory of Multiple intelligence
4. Research who has the highest IQ and write a few paragraphs (bio info)
5. Compare the differences between the levels of mental retardation
6. Emotional Intelligence by Dan Goleman
7. Quizzes/tests

# Content:

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
- F. Heredity/Environment and Intelligence
- G. Human Diversity

## **Skills:**

The course provides instruction in testing and individual differences.

## **Purpose / Rationale of the unit:**

To understand the history of assessment, features of assessment, origins of testing, theories of intelligence, politics of intelligence, creativity, mental retardation and society.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

2 Weeks

## **New Jersey Core Curriculum Content Standards:**

n/a

## Unit of Study

**Unit Title: Developmental Psychology (Chapter 5)**

### Essential Questions of the Unit:

- Why will we discuss the course of prenatal development?
- How can we illustrate developmental changes in physical, social, and cognitive areas?
- What is the effect of body contact, familiarity, and responsive parenting on attachments?
- Why do we need to describe the benefits of a secure attachment and the impact of parental neglect and separation, as well as day care on childhood development?
- Why will we describe the theories of Piaget, Erikson, and Kolbert?
- How can we describe the early development of self concept?
- Why do we need to distinguish between longitudinal and cross-sectional studies?

### Assessments:

1. Demonstrate Piaget's concept of centration and conservation
2. Using the internet, research fetus development from conception through birth
3. Compare ape language to human language
4. Discuss cognitive changes in humans through the lifespan
5. Research how culture impacts development
6. Research how gender affects development
7. Compare and contrast the major stage theorists
8. Write an essay on attachment and human or sensory deprivation
9. Quizzes/ tests

## **Content:**

- A. Life Span Approach
- B. Research Methods
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
- F. Sex Roles, Sex Differences

## **Skills:**

The course provides instruction in developmental psychology.

The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

## **Purpose / Rationale of the unit:**

To understand how humans develop physically, cognitively, socially and emotionally by studying different theorists.

To understand gender development.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

**3 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Motivation and Emotion (Chapter 11 and 12)**

### Essential Questions of the Unit:

- Why do we need to define motivation and identify motivational theories?
- How can we describe the physiological determinants of hunger?
- Why will we discuss psychological and cultural influences on hunger?
- What is achievement motivation, including intrinsic and extrinsic motivation?
- Why will we identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)?
- Why do we need to describe the physiological changes that occur during emotional arousal?
- How can we describe the biological response to stress?
- What are the techniques used to manage stress?

### Assessments:

1. Design a project pertaining to eating disorders
2. What causes obesity and why it is so hard to conquer
3. Using the web, research McClelland's need for achievement pictures
4. Compare and contrast attributions
5. Explain Hull's drive theory
6. Brain map parts of the brain involved in motivated behaviors
7. Compare and contrast theories of emotion
8. Discuss causes of stress and coping skills
9. Discuss type A, B, and C personalities
10. Quizzes/ tests

## **Content:**

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress

## **Skills:**

The course provides instruction in motivation and emotion.

## **Purpose / Rationale of the unit:**

To understand motivational concepts, sources of motivation, physiology of eating, psychology of eating, human and non-human sexual behaviors, sexual norms, homosexuality, need for achievement, attributions, work/organizational psychology.

To study basic emotions: theories, functions, stress of living, Health psychology, job burnout and treatment.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

2 Weeks

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Personality (Chapter 13)**

### Essential Questions of the Unit:

- How can we describe the psychoanalytic personality structure: id, ego, superego?
- Why will we explain how defense mechanisms protect us from anxiety?
- What are the contributions of neo-Freudians?
- How can we describe the use of objective and projective tests?
- Why do we need to describe Maslow's Self-Actualizing Person?
- How can we describe Rogers' Person-Centered Perspective?
- What is the impact of individualism and collectivism on self-identity?
- Why will we describe the social-cognitive perspective on personality?
- What are the consequences of personal control, learned helplessness and optimism?

### Assessments:

1. Describe the major theories of personality
2. Discuss whether traits predict behavior
3. Discuss nature vs. nurture debate
4. View projective testing on the internet
5. Quizzes/ tests

## **Content:**

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Self Concept/Self-Esteem
- D. Growth and Adjustment

## **Skills:**

The course provides instruction in personality

## **Purpose / Rationale of the unit:**

To understand the personality theories: psychodynamic, humanistic, social-learning, cognitive, and self-theories.

To become familiar with objective and projective personality tests.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

2 Weeks

## Unit of Study

**Unit Title: Abnormal Psychology (Chapter 14)**

### Essential Questions of the Unit:

- Why will we identify the criteria used to determine abnormal behavior?
- What are the medical models of psychological disorders?
- How can we describe the aims of DSM-IV, and discuss the potential dangers of diagnostic labels?
- Why do we need to describe the symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder and post-traumatic stress disorder?
- How can we describe and explain the development of somatoform and mood disorders?
- Why will we describe the symptoms and types of schizophrenia?
- What is the nature of organic and personality disorders?
- What are the characteristics and possible causes of dissociative disorders?

### Assessments:

1. Identify distinguishing differences between normal and abnormal disorders.
2. View the DSM-IV on the internet and be familiar with the 5 axis.
3. Explain anxiety disorders, mood disorders, somatoform disorders, dissociative disorders and schizophrenia.
4. What are the implications of labeling and the stigma that goes with it?
5. Quizzes/ tests

## **Content:**

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenic Disorders
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

**Skills:**

The course provides instruction in abnormal psychology.

**Purpose / Rationale of the unit:**

To understand the nature of psychological disorders: etiology, DSM-IV, classification and stigma.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

**2 Weeks**

## Unit of Study

**Unit Title: Treatment of Psychological Disorders (Chapter 15)**

### Essential Questions of the Unit:

- How can we discuss the aims and methods of psychoanalysis?
- Why do we need to identify the basic characteristics of the humanistic therapies?
- What are the basic assumptions of behavior therapy?
- How can we describe the assumptions and goals of the cognitive therapies?
- Why will we discuss the benefits of group therapy and family therapy?
- Why do we need to discuss the findings regarding the effectiveness of the psychotherapies?
- How can we Discuss the role of values and cultural differences in the therapeutic process?
- Why do we need to Identify the common forms of drug therapy and the use of electroconvulsive therapy?
- Discuss alternative neurostimulation therapies
- How can we describe psychosurgery?

### Assessments:

1. Compare and contrast the plethora of therapies used to treat abnormal disorders
2. Discuss depression using all of the treatment therapies available
3. Explain how contingency affects treatment
4. Discuss patient's false beliefs in regards to treatment
5. Should doctors prescribe medication?
6. Why does therapy sometimes fail?
7. Write an essay on how treatment has changed from frontal lobotomies to psychosurgery and electroconvulsive therapy
8. Quizzes/ tests

## **Content:**

- A. Treatment Approaches
- B. Modes of Therapy
- C. Community and Preventive Approaches

## **Skills:**

- A. Treatment Approaches
- B. Modes of Therapy
- C. Community and Preventive Approaches

## **Purpose / Rationale of the unit:**

To understand the different therapies: psychodynamic, behavior, cognitive, existential-humanistic, group, and biomedical

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

**2 Weeks**

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: Worth, 2010

## Unit of Study

**Unit Title: Social Psychology (Chapter 16)**

### Essential Questions of the Unit:

- How can we describe the importance of attribution in social behavior?
- What are the effects of role-playing on attitudes in terms of cognitive dissonance theory?
- Why do we need to discuss the results of Asch's experiment on conformity?
- What is Milgram's controversial experiment on obedience?
- Why will we discuss how group interaction can facilitate group polarization and groupthink?.
- How can we describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination?
- What are the issues related to aggression and attraction?
- Why do we need to explain altruistic behavior in terms of social exchange theory and social norms?
- Why will we discuss the catharsis hypothesis?

### Assessments:

1. Explain how the environment and social factors help determine how individuals think, feel, and behave
2. Give 3 examples of cognitive dissonance
3. Write an essay about Asch, Zimbardo and Milgram's experiments
4. Explain confirmation bias
5. Discuss in-groups, out-groups and group think
6. Discuss reverse discrimination
7. Explain how culture affects social psychology
8. Discuss Kitty Genovese and by-stander effect
9. Quizzes/ tests

## **Content:**

- A. Group Dynamics
- B. Attribution Process
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior

## **Skills:**

The course provides instruction in social psychology.

## **Purpose / Rationale of the unit:**

To understand the power of the situation, conformity, roles, rules, norms.

To study attitudes, relationships, aggression, prejudice, conflict and peace.

**New Jersey Core Curriculum Content Standards:**

n/a

**Time Frame of Unit:**

2 Weeks

## **Instructional Activities:**

## **Materials and Resources:**

Myers, David G. Psychology, 9<sup>th</sup> Edition. New York: New York: Worth, 2010

