

AP PSYCHOLOGY

Course Description

Welcome to Advanced Placement Psychology! AP Psychology is a year-long college level course providing students an overview of the development of human behaviors and thoughts. Along with preparation for the AP Psychology exam, the goals of this course are to immerse students in modern psychological investigation techniques, to accentuate the ethics and morality of human and animal research, and to emphasize scientific critical thinking skills in application to the social sciences. Psychology is a diverse social and biological science with multiple perspectives and interpretations, each with their own strengths and weaknesses. While every individual may not agree with every approach, a comprehensive introduction to psychology will expose the major theories so each individual may clarify their own eclectic perspective.

Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board.

In this yearlong course, students will be expected to understand objective, empirical methods of collecting and interpreting data, make meaningful interconnection between disparate concepts and analyze, evaluate and critique thematic perspectives. This college level course will expand your knowledge, challenge your mind and, at times, actually be entertaining! It will help you to better understand yourself and those around you.

Required Resources

E - Text

1. Ciccarelli, Sandra, *Psychology, AP Edition*. New Jersey: Prentice Hall, 2010.

E-Resources

2. My PsychLab, Pearson, 2010
3. Science and Math Websites

Suggested Supplemental Materials

1. Maitland, Laura Lincoln. **5 Steps to a 5: AP Psychology**. New York: McGraw-Hill, 2004.
2. Leal, Linda, **Essentials: Psychology I & II**. New Jersey: Research & Education Association, 2005.

Evaluation and Assessment

Traditional exam assessments will include cumulative tests, quizzes, collective midterm and final exams. Exams model the format of the AP Psychology Exam, with a combination of multiple-choice and free-response questions at the end of each chapter or unit. Some exams may be cumulative. Quizzes can emphasize multiple-choice questions, short answer questions, free-response questions, or labeling diagrams/fill-in-the-blank questions. Midterm exams will cover all of the content covered in the first semester and the final exams will cover everything from the entire year. It will consist of multiple choice and free-response questions in AP Format. All students are encouraged to participate in AP Psychology Review sessions to further prepare for the AP Psychology Exam.

<i>Grading Scale</i>	
100% - 90%	<i>A</i>
89% - 80%	<i>B</i>
79% - 70%	<i>C</i>
69% - 60%	<i>D</i>
59% - 0	<i>F</i>

Each unit will require a different amount of work that will adequately cover the chapter. Assigned readings are scheduled with Key Concept note card/flashcard completion for each module, covering unit material and vocabulary. Other assignments given to students are critical thinking activities, experiments, collaborative projects, individual projects, and papers. These assignments vary with the unit being covered.

- Module exams model the AP exam and a timed free response question.
- Each student is expected to take the AP Psychology exam in May.

Academic Integrity

Academic dishonesty in any form will not be tolerated. Cheating, plagiarism, and/or assisting another student in any breach of integrity will result in automatic loss of credit and administrative disciplinary action.

YOU ARE SMART. DO YOUR OWN WORK.

Course Outline & Objectives

The central questions addressed in AP Psychology are:

“How do psychologists think?” and “What can Psychology do for me?”

I The Science of Psychology: History, Ethics & Research Methods

CR1—Evidence of Curricular Requirement: The course provides instruction in psychology’s history and approaches.

CR2—Evidence of Curricular Requirement: The course provides instruction in psychological research methods

CR16 – Evidence of Curricular Requirement: The course provides instruction in ethics and research methods used in psychological science and practice

Essential Questions:

How can psychology and its goals be defined?

How does psychology study behavior?

How do the different perspectives in psychology compare and contrast?

How did the major theorist in psychology impact psychology as a science?

How do psychologists use the scientific method to study behavior and mental processes?

Which methods of research are appropriate for the study of various behaviors?

How are case studies and surveys used to describe behavior?

How do psychologists find appropriate conclusions about behavior from research?

How are operational definitions, variables, and random assignment used in designing an experiment?

To what extent does the placebo and experimenter affect an experiment?

To what extent do psychologists make ethical decisions about researching behavior with human and animal subjects?

Objectives:

A. History and Approaches [CR1]

1. Recognize how philosophical perspectives shaped the development of psychological thought.
2. Describe and compare different theoretical approaches in explaining behavior.
 1. Structuralism, functionalism, and early behaviorism
 2. Gestalt, psychoanalytic/psychodynamic, and humanism
 3. Evolutionary, biological, and cognitive contemporary approaches

B. Psychology is a Science

1. Describe the hindsight bias and explain how it often leads us to perceive psychological research as merely common sense.
2. Discuss how overconfidence contaminates our everyday judgments.
3. Explain how the scientific attitude encourages critical thinking,
4. Describe the relationship between psychological theories and scientific research.

- C. Descriptive Techniques [CR2]
 - 1. Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of proper sampling.
- D. Correlations [CR2]
 - 1. Describe both positive and negative correlations, and explain how correlational measures can aid the process of prediction.
 - 2. Explain why correlational research fails to provide evidence of cause-effect relationships.
 - 3. Discuss how people form illusory correlations and perceive order in random sequences.
- E. What Makes an Experiment? [CR2]
 - 1. Identify the basic elements of an experiment, and discuss how experimental control contributes to causal explanation.
- F. Statistical Evaluation
 - 1. Explain how bar graphs can be designed to make a small difference appear to be large.
 - 2. Describe the three measures of central tendency and the two measures of variation.
 - 3. Discuss three important principles in making generalizations from samples, and describe how psychologists make inferences about differences between groups.
 - 4. Explain the value of artificially simplified laboratory conditions in learning about principles of behavior, and discuss the generalizability of psychological research in terms of culture and gender.
 - 5. Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans.
 - 6. Describe how personal values can influence psychologists' research and its application, and discuss the possibility for misuse of research findings.
- G. Ethics [CR16]
 - 1. Discuss the evolution of psychology's code of ethics.
 - 2. Identify the procedure for getting ethical approval for a psychological experiment at a university.

II The Biological Perspective: Neuroscience and Psychoactive Drugs [CR3]

CR3—Evidence of Curricular Requirement: The course provides instruction in biological bases of behavior.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

How do neurons, nerves, and the nervous system relate to one another?

To what extent are neurotransmitters used in the communication between neurons.

How do the nervous systems allow humans and animals to function?

How do psychologists study the brain?

How do parts of the brain function to create and support behavior?

How does damage to a biological process or part affect behavior?

How do hormones interact with the nervous system and affect behavior?

Objectives:

- A. Neurons
 1. Describe the structure of a neuron, and explain how neural impulses are generated.
 2. Describe how nerve cells communicate, and discuss the impact of neurotransmitters and drugs on human behavior. **[CR3]**
- B. The Nervous System
 1. Identify the major divisions of the nervous system and describe their functions, noting the three types of neurons that transmit information through the systems.
 2. Contrast the simplicity of the neural pathways involved in reflexes with the complexity of neural networks.
- C. The Brain
 1. Identify and describe several techniques for studying the brain.
 2. Describe the functions of the brainstem, thalamus, cerebellum, and limbic system.
 3. Identify the four lobes of the cerebral cortex and describe the sensory and motor functions of the cortex.
 4. Discuss the importance of the association areas, and describe how damage to several different cortical areas can impair language functioning.
 5. Discuss the capacity of the brain to reorganize following injury or illness.
 6. Describe the research on the split brain, and discuss what it reveals regarding normal brain functioning.
 7. Discuss the relationship among brain organization, right- and left-handedness, and physical health.
- D. The Endocrine System
 1. Describe the nature and functions of the endocrine system and its interaction with the nervous system.
- E. Genetics
 1. Describe the composition and physical location of genes.
 2. Discuss the impact of evolutionary history on genetically predisposed behavior tendencies.
 3. Identify gender differences in sexual behavior, and describe and evaluate evolutionary explanations for those differences.
- F. Drugs
 1. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.

III **Sensation, Perception & States of Consciousness**

CR4—Evidence of Curricular Requirement: The course provides instruction in sensation and perception.

CR5—Evidence of Curricular Requirement: The course provides instruction in states of consciousness.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

How does sensation receive and translate signals to the brain for processing?

How does each of the senses affect behavior?

What are the limitations of each sense and how do those limitations affect behavior?

How does sensation and perception differ?

How does the brain process sensory signals?

How are perceptual abilities developed?

To what extent do illusions and other factors influence and alter perception?

How do psychologists define consciousness?

What occurs during the sleep cycle?

What roles do REM and NREM sleep play in behavior?

How does lack of sleep or sleep disorders affect behavior?

How does hypnosis affect consciousness?

How do psychoactive drugs affect consciousness and behavior?

Objectives:

- A. Psychometrics, Thresholds, & Sensory Adaptation
 - 1. Contrast the processes of sensation and perception. [CR4]
 - 2. Distinguish between absolute and difference thresholds, and discuss research findings on subliminal stimulation.
 - 3. Describe the phenomenon of sensory adaptation, and explain its functional value.
- B. Eyes & Vision
 - 1. Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy.
 - 2. Discuss the different levels of visual information processing and the value of parallel processing.
 - 3. Explain the Young-Helmholtz and opponent-process theories of color vision, and describe the nature of color constancy. [CR15]
- C. Ears & Hearing
 - 1. Explain the auditory process, including the stimulus input and the structure and function of the ear.
 - 2. Explain the place and frequency theories of pitch perception, and describe how we locate sounds.
 - 3. Describe the effects of noise on hearing and behavior, and discuss the nature and causes of hearing loss.
- D. Touch, Taste, Smell, Kinesthetics & Balance
 - 1. Describe the sense of touch, and explain the basis of pain.
 - 2. Describe the senses of taste and smell, and comment on the nature of sensory interaction.
 - 3. Distinguish between kinesthesia and the vestibular sense.
- E. Selective Attention
 - 1. Describe how the process of perception is directed and limited by selective attention.
- F. Illusions
 - 1. Explain how illusions help us to understand perception.
- G. Cues & Constancies
 - 1. Discuss Gestalt psychology's contribution to our understanding of perception. [CR15]

2. Explain the figure-ground relationship, and identify principles of perceptual grouping in form perception.
 3. Discuss research on depth perception involving the use of the visual cliff, and describe the binocular and monocular cues in depth perception.
 4. Describe stroboscopic movement and the phi phenomenon.
 5. Describe the perceptual constancies, and show how the perceived size-distance relationship operates in visual illusions.
- H. Perceptual Interpretation
1. Describe the debate over the role of nature and nurture in perception, and discuss what research findings on sensory deprivation and restored vision have contributed to this debate.
 2. Explain what the use of distorting goggles indicates regarding the adaptability of perception.
 3. Discuss the effects of experiences, assumptions, expectations, and context on our perceptions.
 4. Describe the efforts of human factors psychologists to help design machines that are best suited to our perceptual capabilities.
- I. What Is Consciousness? [CR5]
1. Discuss the nature of consciousness and its significance in the history of psychology.
 2. Contrast conscious and subconscious information processing.
 3. Discuss the content and potential functions of daydreams and fantasies.
 4. Discuss the importance of seasonal, monthly, and daily biological rhythms.
 5. Describe the cyclical nature and possible functions of sleep.
- J. Sleep & Dreams
1. Identify the major sleep disorders.
 2. Discuss the content and possible functions of dreams.
- K. Hypnosis
1. Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
 2. Discuss the controversy over whether hypnosis is an altered state of consciousness.
- L. Drugs & Consciousness
1. Discuss the nature of drug dependence and identify some common misconceptions about addiction.
 2. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
 3. Discuss the factors that contribute to drug use.

IV Developmental Psychology [CR9]

CR9—Evidence of Curricular Requirement: The course provides instruction in developmental psychology

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

How does heredity and environmental factors affect development?

How do people grow and develop physically throughout the lifespan?

How do people grow and develop intellectually throughout the lifespan?

How do people grow and develop socially throughout the lifespan?

How do infants and children develop personalities and form relationships with others?

How do our morals grow and develop throughout the lifespan?

How does personality grow and develop throughout the lifespan?

How can biology and learning influence gender role development?

How do psychologists explain aging?

Objectives:

- A. Prenatal Development & Newborns
 - 1. Discuss the course of prenatal development and the destructive impact of teratogens.
 - 2. Describe the capacities of the newborn and the use of habituation for assessing infant cognition.
- B. Infancy & Childhood
 - 1. Discuss the impact of physical maturation on infant's memory capabilities and motor skills.
 - 2. Describe Piaget's view of how the mind develops, and discuss his stage theory of cognitive development, noting current thinking regarding cognitive stages.
 - 3. Discuss the effect of body contact, familiarity, and responsive parenting on infant social attachments.
 - 4. Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.
 - 5. Describe the early developments of a self-concept, and discuss possible effects of different parenting styles on children.
- C. Adolescence
 - 1. Define adolescence, and identify the major physical changes that occur during this period of life.
 - 2. Describe adolescents' growing reasoning power, and discuss specific ways in which moral behavior is affected by moral reasoning, emotional intuitions, and social influences. **[CR15]**
 - 3. Discuss the search for identity and the development of intimate social relationships during the adolescent years.
- D. Adulthood
 - 1. Identify the major physical changes that occur in middle and older adulthood.
 - 2. Describe the impact of aging on adult memory and intelligence.
 - 3. Explain why the path of adult development need not be tightly linked to one's chronological age.
 - 4. Discuss the importance of family and work commitments in adult development.
 - 5. Describe people's life satisfaction across the life span and their reactions to death or the prospect of dying.

V **Learning [CR6]**

CR6—Evidence of Curricular Requirement: The course provides instruction in learning

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

How do psychologists define learning?

How do principles of classical conditioning work to create learning?

How do psychologists explain classical conditioning?

How do the principles of operant conditioning work to create learning?

How do operant stimuli control behavior?

To what extent can behavioral techniques be used to modify involuntary biological responses?

How are the various learning principles different and similar?

How do insight, latent learning, and learned helplessness relate to cognitive learning?

Objectives:

- A. Introduction to Learning
 - 1. Discuss the importance of learning and the process of learning associations.
- B. Classical Conditioning **[CR15]**
 - 1. Describe the general process of classical conditioning as demonstrated by Pavlov's experiments.
 - 2. Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
 - 3. Discuss the importance of cognitive processes and biological predispositions in classical conditioning.
 - 4. Explain the importance of Pavlov's work, and describe how it might apply to an understanding
- C. Operant Conditioning **[CR15]**
 - 1. Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments.
 - 2. Identify the different types of reinforcers, and describe the major schedules of partial reinforcement.
 - 3. Discuss the effects of punishment on behavior.
 - 4. Discuss the importance of cognitive processes and biological predispositions in operant conditioning.
 - 5. Explain why Skinner's ideas were controversial, and describe some major applications of operant conditioning.
- D. Learning by Observation **[CR15]**
 - 1. Describe the process of observational learning as demonstrated by Bandura's experiments, and discuss the impact of antisocial and pro-social modeling.

VI Cognition: Memory, Language and Intelligence [CR7], [CR11]

CR7—Evidence of Curricular Requirement: The course provides instruction in cognition.

CR11—Evidence of Curricular Requirement: The course provides instruction in testing and individual differences

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

How do humans encode, store, and retrieve information from memory?

How does sensory memory work?

How does short-term memory differ from working memory?

How is information stored in long-term memory and how does it differ from other types of memory?

How do the retrieval processes of recall and recognition differ?

How and where are memories formed in the brain?

How are mental images and concepts involved in the process of thinking?

How do humans solve problems and make decisions?

In what ways is thinking flawed or constrained? How can people avoid falling for these errors in thinking?

How do psychologists define and study intelligence?

How is intelligence measured and how are intelligence tests constructed?

How do psychologists determine whether a test is reliable and/or valid?

How is giftedness and intellectually disabled determined?

How do humans acquire language?

To what extent do humans use language to communicate ideas?

How is language flawed or constrained? How can people avoid falling for these errors in using language?

Objectives:

- A. The Phenomenon of Memory
 1. Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory.
- B. Encoding: Getting Information
 1. Distinguish between automatic and effortful processing, and discuss the importance of rehearsal.
 2. Explain the importance of meaning, imagery, and organization in the encoding process.
- C. Storage: Retaining Information
 1. Describe the limited nature of sensory memory and short-term memory.
 2. Describe the capacity and duration of long-term memory, and discuss the biological changes that may underlie memory formation and storage.
 3. Distinguish between implicit and explicit memory, and identify the different brain structures associated with each.
- D. Retrieval: Getting Information Out
 1. Contrast recall, recognition, and relearning measures of memory.
 2. Describe the importance of retrieval cues and the impact of environmental contexts and internal emotional states on retrieval.

- E. Forgetting
 - 1. Explain why the capacity to forget can be beneficial, and discuss the role of encoding failure and storage decay in the process of forgetting.
 - 2. Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval.
- F. Memory Construction
 - 1. Describe the evidence for the constructive nature of memory and the impact of imagination and leading questions on eyewitness recall.
 - 2. Describe the difficulties in discerning true memories from false ones and the reliability of children's eyewitness recall.
 - 3. Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse.
- G. Improving Memory
 - 1. Explain how an understanding of memory can contribute to effective study techniques.
- H. Thinking
 - 1. Describe the nature of concepts and the role of prototypes in concept formation.
 - 2. Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.
 - 3. Describe how the confirmation bias and fixation can interfere with effective problem solving.
 - 4. Explain how the representativeness and availability heuristics influence our judgments. **[CR15]**
 - 5. Describe the effects that overconfidence and framing can have on our judgments and decisions.
 - 6. Discuss how our beliefs distort logical reasoning, and describe the belief perseverance phenomenon.
 - 7. Describe artificial intelligence, and contrast the human mind and the computer as information processors.
- I. Language
 - 1. Describe the structure of language in terms of sounds, meanings, and grammar.
 - 2. Trace the course of language acquisition from the babbling stage through the two-word stage.
 - 3. Explain how the nature-nurture debate is illustrated in theories of language development.
- J. Thinking & Language
 - 1. Discuss Whorf's linguistic relativity hypothesis and the relationship between thought and language.
- K. Animal Thinking & Language
 - 1. Describe the research on animal cognition and communication, and discuss the controversy over whether animals can use language.
- L. Origins of Intelligence Testing
 - 1. Trace the origins of intelligence testing, and describe Stern's formula for the intelligence quotient.
- M. Intelligence Defined **[CR11]**
 - 1. Describe the nature of intelligence, and discuss whether it should be considered a general mental ability or many specific abilities.
 - 2. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.
 - 3. Describe efforts to correlated intelligence with brain anatomy, brain functioning, and cognitive processing speed.
- N. Assessing Intelligence
 - 1. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS.
 - 2. Describe test standardization, and explain the importance of appropriate standardization samples for effectively interpreting intelligence test scores.

3. Distinguish between the reliability and validity of intelligence tests, and explain how reliability and validity are assessed.
- O. Intelligence Dynamics
 1. Discuss the stability of intelligence scores, and describe the two extremes of the normal distribution of intelligence.
- P. Genetic and Environmental Influences on Intelligence
 1. Discuss evidence for both genetic and environmental influences on intelligence.
 2. Describe group differences in intelligence test scores, and show how they can be explained in terms of environmental factors.
 3. Discuss whether intelligence tests are culturally biased.

VII **Motivation, Emotion & Industrial/Organizational Psychology [CR8]**

CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.

CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Essential Questions:

- How do psychologists define motivation?
- How does Maslow's Humanistic Approach explain motivation?
- What methods of motivation are more effective than others?
- How can one increase their motivation to behave in various ways?
- What is the role of hunger in motivating behavior?
- How do maladaptive eating patterns affect behavior?
- How do psychologists explain emotions?
- How do the James-Lange and Cannon-Bard theories of emotion differ?
- How do cognitions affect emotions?
- To what extent do emotions play in behavior?
- How is IO Psychology used in the workplace to affect motivation?

Objectives:

- A. Motivational Concepts
 1. Define motivation and identify several theories of motivated behavior.
 2. Describe Maslow's hierarchy of motives.
- B. Hunger
 1. Describe the physiological determinants of hunger.
 2. Discuss the psychological and cultural influences on hunger, and describe the symptoms of anorexia nervosa and bulimia nervosa.
- C. Sexual Motivation
 1. Describe how researchers have attempted to assess common sexual practices.

2. Describe the human sexual response cycle, and discuss the impact of both hormones and psychological factors on sexual motivation and behavior.
 3. Identify factors contributing to increased rates of pregnancy and sexually transmitted disease among today's adolescents.
 4. Describe research findings on the nature and dynamics of sexual orientation, and discuss the place of values in sex research.
- D. The Need to Belong
1. Describe the adaptive nature of social attachments, and identify both healthy and unhealthy consequences of our need to belong.
- E. Motivation at Work
1. Discuss the importance of various motives for working, and identify the aims of industrial-organizational psychology.
 2. Describe how personnel psychologists seek to facilitate employee selection, work placement, and performance appraisal.
 3. Define achievement motivation, and discuss the impact of employee satisfaction and engagement on organizational success.
 4. Describe how effective managers seek to build on their employees' strengths, set specific goals, and utilize an appropriate leadership style.
- F. Theories of Emotion
1. Identify the three components of emotions, and contrast the James-Lange, Cannon-Bard. **[CR15]**
 2. Describe Schachter's two factor theory of emotion, and discuss evidence suggesting that some emotional reactions involve no conscious thought. **[CR15]**
 3. Describe how emotions can be differentiated along the dimensions of valence and arousal level.
- G. Physiology of Emotion
1. Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
 2. Describe the relationship between physiological states and specific emotions, and discuss the effectiveness of the polygraph in detecting lies.
- H. Expression of Emotion
1. Describe some nonverbal indicators of emotion, and discuss the extent to which people from different cultures display and interpret facial expression of emotion in a similar manner.
 2. Describe the effects of facial expressions on emotional experience.
- I. Fear, Anger, & Happiness
1. Discuss the significance of environmental and biological factors in the acquisition of fear.
 2. Discuss the catharsis hypothesis, and identify some of the advantages and disadvantages of openly expressing anger.
 3. Identify some potential causes and consequences of happiness, and describe how happiness is influenced by our prior experiences and by others' attainments.

VIII **Personality [CR10]**

CR10—Evidence of Curricular Requirement: The course provides instruction in personality

Essential Questions:

How do psychologists define and study personality?

What advantages and limitations exist for each theory's description of personality?

How do psychologists reliably measure personality and interpret personality's role in behavior?

Objectives:

- A. Psychoanalytic & Humanistic Perspectives
 1. Define personality.
 2. Explain how Freud's experiences in private practice led to his theory of psychoanalysis.
 3. Discuss Freud's view of the mind as an iceberg, and explain how he used this image to represent conscious and unconscious regions of the mind.
 4. Describe Freud's view of personality structure, and discuss the interactions of the id, ego, and superego.
 5. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.
 6. Describe the function of defense mechanisms, and identify six of them.
 7. Contrast the views of the neo-Freudians and psychodynamic theorists with Freud's original theory.
 8. Describe two projective tests used to assess personality, and discuss some criticisms of them.
 9. Summarize psychology's current assessment of Freud's theory of psychoanalysis.
 10. Summarize Abraham Maslow's concept of self actualization, and explain how his ideas illustrate the humanistic perspective.
 11. Discuss Carl Rogers' person-centered perspective, and explain the importance of unconditional positive regard.
 12. Explain how humanistic psychologists assessed personality
 13. State the major criticisms of the humanistic perspective on personality.
- B. Trait Perspectives
 1. Cite the main difference between the trait and psychoanalytic perspectives on personality.
 2. Describe some of the ways psychologists have attempted to compile a list of basic personality traits.
 3. Explain how psychologists use personality inventories to assess traits, and discuss the most widely used personality inventory.
 4. Identify the Big Five personality factors, and discuss some of the strengths of this approach to studying personality.
 5. Summarize the person-situation controversy, and explain its importance as a commentary on the trait perspective.
 6. Explain why psychologists are interested in the consistency of the trait of expressiveness. Describe the social-cognitive perspective, and explain how reciprocal determinism illustrates that perspective.
- C. Social-Cognitive Perspective
 1. Discuss the effects of a perception of internal or external control, and describe the concept of learned helplessness.
 2. Discuss the link between performance and optimistic or pessimistic attributional style, and contrast positive psychology with humanistic psychology.
 3. Explain why social-cognitive researchers assess behavior in realistic situations.
 4. State the major criticism of the social-cognitive perspective.
 5. Explain why psychology has generated so much research on the self, and give three examples of current research on the self.
 6. Give two alternative explanations for the positive correlation between low self-esteem and personal problems.
 7. Discuss some ways that people maintain their self-esteem under conditions of discrimination or low status.
 8. Discuss self-serving bias, and contrast defensive and secure self-esteem.

IX **Abnormal Psychology, Psychological Treatments & Stress Management** [CR12, CR 13]

CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.

CR12—Evidence of Curricular Requirement: The course provides instruction in abnormal psychology

CR13—Evidence of Curricular Requirement: The course provides instruction in treatment of psychological disorders

Essential Questions:

How do psychologists measure and define abnormal behavior?

How are the various psychological disorders identified and studied?

What advantages and limitations exist for each therapy modality?

How do psychologists define stress?

How does stress influence health and behavior?

How can people reduce stress?

How do social factors affect the influence of stress on health and behavior?

Objectives:

- A. Perspectives on Psychological Disorders
 1. Identify the criteria for judging whether a behavior is psychologically disordered.
 2. Describe the medical model of psychological disorders, and discuss the bio-psycho-social perspective offered by critics of this model.
 3. Describe the aims of DSM-IV, and discuss the potential dangers associated with the use of diagnostic labels.
- B. Anxiety Disorders
 1. Describe the symptoms of generalized anxiety disorder, phobias, and obsessive-compulsive disorder.
 2. Explain the development of anxiety disorders from both a learning and biological perspective.
- C. Mood Disorders
 1. Describe major depressive disorder and bipolar disorder.
 2. Explain the development of mood disorders, paying special attention to the biological and social-cognitive perspectives.
 3. Describe the characteristics and possible causes of dissociative identity disorder.
- D. Schizophrenia
 1. Describe the various symptoms and types of schizophrenia, and discuss research on its causes.
- E. Personality Disorders
 1. Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder.
 2. Describe the prevalence of various disorders and timing of their onset.
- F. The Psychological Therapies

1. Discuss the aims and methods of psychoanalysis, and explain the critics' concerns with this form of therapy, noting how psychodynamic therapists have tried to answer the criticisms.
 2. Identify the basic characteristics of the humanistic therapies as well as the specific goals and techniques of client-centered therapy.
 3. Identify the basic assumptions of behavior therapy, and discuss the classical conditioning techniques of systematic desensitization and aversive conditioning.
 4. Describe the therapeutic applications of operant conditioning principles, and explain the critics' concerns with this behavior modification process.
 5. Describe the assumptions and goals of the cognitive therapies and their application to the treatment of depression.
 6. Discuss the rationale and benefits of group therapy, including family therapy.
- G. The Biomedical Therapies
1. Describe the commonalities among the psychotherapies, and discuss the role of values and cultural differences in the therapeutic process.
 2. Identify the common forms of drug therapy.
 3. Describe the use of electroconvulsive therapy and psychosurgery in the treatment of psychological disorders.
- H. Preventing Psychological Disorders
1. Explain the rationale of preventative mental health programs.
- I. Stress & Illness **[CR8]**
1. Identify the major concerns of health psychology.
 2. Describe the biology of the “fight-or-flight” response to stress and the physiological characteristics and phases of the general adaptation syndrome.
 3. Discuss the health consequences of catastrophes, significant life changes, and daily hassles.
 4. Describe the effects of a perceived lack of control, economic inequality, and a pessimistic outlook on health.
 5. Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities.
 6. Describe how stress increases the risk of disease by inhibiting the activity of the body's immune system.
 7. Describe the impact of learning on immune system functioning.
- J. Promoting Health
1. Identify and discuss different strategies for coping with stress, and explain why people should be skeptical about the value of complementary and alternative medicine.
 2. Explain why people smoke, and discuss ways of preventing and reducing this health hazard.
 3. Discuss the relationship between nutrition and physical well-being, and describe the research findings on obesity and weight control.

X **Social Psychology [CR14]**

CR14—Evidence of Curricular Requirement: The course provides instruction in social psychology

Essential Questions:

How do people attribute the behavior of others?

How is compliance defined?

How are individuals affected by groups?

Under what conditions do people obey, conform, make friendships, find love, and help others?

To what extent do attitudes and actions influence individual and group behavior?

Objectives:

- A. Behavioral Attribution, Attitudes, & Actions
 - 1. Describe the importance of attribution in social behavior and the dangers of the fundamental attribution error.
 - 2. Identify the conditions under which attitudes have a strong impact on actions.
 - 3. Explain the foot-in-the-door phenomenon and the effect of role playing on attitudes in terms of cognitive dissonance theory.
- B. Conformity, Obedience, & Group Influence
 - 1. Discuss the results of experiments on conformity, and distinguish between normative and informational social influence.
 - 2. Describe Milgram's controversial experiments on obedience, and discuss their implications for understanding our susceptibility to social influence.
 - 3. Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.
 - 4. Discuss how group interaction can facilitate group polarization and groupthink, and describe how minority influence illustrates the power of individuals.
- C. Social Relationships
 - 1. Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
 - 2. Describe the impact of biological factors, aversive events, and learning experiences on aggressive behavior.
 - 3. Discuss the effects of pornography and violent video games on social attitudes and relationships.
 - 4. Explain how social traps and mirror-image perceptions fuel social conflict.
 - 5. Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
 - 6. Explain the impact of physical arousal on passionate love, and discuss how companionate love is nurtured by equity and self-disclosure.
 - 7. Describe and explain the bystander effect, and explain altruistic behavior in terms of social exchange theory and social norms.
 - 8. Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

XI Course Review & AP Preparation

Objectives:

- A. Review Quizzes
 - 1. The Experimental Method & Neurobiology
 - 2. Sensation & Perception
 - 3. States of Consciousness & Learning
 - 4. Developmental Psychology
 - 5. Memory, Learning, & Intelligence
 - 6. Motivation & Emotions
 - 7. Psychological Perspectives & Mental Illness
 - 8. Therapies & Stress Management
 - 9. Social Psychology
 - 10. Previous AP exam multiple choice & free response questions