**AP PSYCHOLOGY**

**Contact Information:**

* Mrs. Menard: Email- tmcbryde@eupschools.org
* Website address- <http://sault.eup.k12.mi.us/site/default.aspx?DomainID=147>
* Phone- (906) 635-3839 ext. ***5888***
* Conference Period-2nd period

**Course Overview/Content:**

The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. A variety of activities, demonstrations, and projects will be provided to meet this goal of instructing scientific and empirical approaches.

**Semester 1**

History, Approaches, and Methods (SC1, SC2) 4 weeks

Personality and Testing and Individual Differences (SC12, SC13) 4 weeks

Learning and Cognition (SC7, SC8) 5 weeks

Social Psychology (SC16) 3 weeks

\*\*2 weeks dedicated to project work and group conferencing.

**Semester 2**

Developmental Psychology (SC11) 3 weeks

Emotion, Motivation, and States of Consciousness (SC9, SC10, SC6) 3 weeks

Biological, Sensations and Perception (SC3, SC4, SC5) 5 weeks

Abnormal Psychology and Treatment of Disorders (SC14, SC15) 5 weeks

\*\*2 weeks dedicated to project work and group conferencing.

**Purpose Statement/Course Objectives:**

* Students will prepare to do acceptable work on the AP Psychology Exam.
* Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
* Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.
* Students will develop critical thinking skills.

Textbook:Myers, David, and Dewall, Nathan. *Psychology for the A.P. Course*. 3rd ed. New York Worth Publishers, 2018.

Evaluation and Homework Expectations:

* Ample notice will be given for any assignment, quiz, or exam.
* The amount of work depends on the unit being covered in class.
* There are assigned pages to read in the textbook each unit
* Vocabulary terms and quizzes are given for each unit.
* The quizzes use fill-in-the-blank, short-answer, and multiple-choice questions.
* Exams will be given at the end of each unit and will consist of multiple choice questions and one free-response question (simulating the AP Exam).
* Other assignments are class presentations, group projects, and papers which vary for each unit.

Projects:

Students are presented with one project opportunity per unit totalling eight. Students are required to complete

ONE quality project per semester totalling TWO. The final project is required of all students.

**Homework Policy:**

Homework is to be turned in the day it is due.  Late work will be accepted and evaluated at a rate of 10% less for every day it is late.

**Make-up Work & Extra Credit:**

While attendance in school is understood to be a major indicator of student success, I realize there will be times when a student will be absent.  For this reason, make-up work will be evaluated as situations arise

**On-Line**

Should the situation arise where we are forced to on-line learning or any hybrid model, you should each be consulting our AP Psychology Google Classroom. In hybrid, class meetings would be reserved for high impact lectures and class discussion, saving one-on-one feedback, unit lectures, and assignment submissions for on-line time. If fully on-line, you will be expected to attend a minimum of two one-hour zoom sessions a week in addition to regular assignments modified for individual at-home learning.

**Classroom Expectations:**

* All students will come to class prepared to learn. You should come to class with the proper items for learning, such as a writing utensil, paper, and any other items necessary.  You should also be attentive during instructional time and give your best effort on all assignments.  Lastly, we are all responsible to make sure that our actions do not distract others in the class from being able to learn. We will also treat the building, the classroom materials, and the other individuals in the building with respect.
* Each student deserves to feel safe expressing his or her thoughts and feelings in the context of our material and the learning process.  Comments or Actions unkind to other students will not be tolerated.  We will not interrupt when others are speaking, we will not take or use things that belong to other people, and we will be considerate of one another.
* Please observe the expectations of Sault Area High School and Career Center as outlined in your student handbook.  This can be found at <http://sault.eup.k12.mi.us/domain/481>
* No food except bottled water is encouraged.

**Classroom Procedures:**

* **Paper Headings:** The following information should be written in the upper right-hand corner of every assignment that you turn in to me:  your full name (first and last), the date, and your hour.
* **On-Line Submission:** Make sure all assignments submitted through Google Classroom are sent in the correct format and not simply shared via email.
* **After School**: In an effort to advance student learning and provide more individualized assistance, I will be available per request for extra help.  Any student is free to schedule time to go over assignments, readings, test prep, and test review
* **Tardiness:** You are tardy if you are not in your assigned seat when the bell rings.  Tardiness will be handled as per the handbook.
* **Dismissal:** The bell does not dismiss you at the end of class.  I will dismiss you.  You must be in your assigned seats until I dismiss you. No lining up at the door.

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I have read and understand this AP Psychology syllabus. I acknowledge that I will be held to the policies and procedures outlined within. Please sign, remove, and return to Mrs. Menard

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SEMESTER 1**

**Unit 1: History, Approaches, and Research Methods (Unit 1 and 2 from Myers)**

Subtopics:

* Logic, Philosophy, and history of science
* Approaches and perspectives
* Experimental, Correlation and Clinical Research
* Statistics
* Research Methods
* Ethics

Objectives:

* Define psychology and trace its historical development.
* Compare and contrast the psychological perspectives.
* Identify famous psychologists and describe their contributions to the discipline: Wuntdt, Titchener, James, Freud, Watson, Skinner, Pavlov, May, Sperry (SC17)
* Identify basic elements of an experiment (variables, groups, sampling, population, etc.). Compare and contrast research methods (case, survey, naturalistic observation).
* Explain correlational studies.
* Describe the three measures of central tendency and measures of variation. (SC17)
* Discuss the ethics of animal and human research.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Survey development: Students in groups research a topic of their choice, develop a hypothesis, formulate questions, and eliminate bias while creating a survey. Surveys are administered, collected, tallied, and questions correlated. The results are submitted in essay format including graphs and tables as needed. Students will also practice APA documentation.

**Unit 2: Personality and Testing and Individual Differences (Unit 10 from Myers)**

Subtopics:

* Standardization and Norms
* Reliability and Validity
* Types of Tests
* Ethics and Standards in Testing
* Heredity/Environment and Intelligence
* Human Diversity
* Personality Theories and Approaches
* Assessment Techniques
* Self-Concept/Self-Esteem
* Growth and Adjustment

Objectives

* Describe the nature of intelligence and origin of testing
* Identify the factors associated with creativity.
* Distinguish between aptitude and achievement tests.
* Describe test standardization.
* Distinguish between the reliability and validity of intelligence tests.
* Describe the two extremes of the normal distribution of intelligence.
* Discuss evidence for influences on intelligence.
* Discuss whether intelligence tests are culturally biased.
* Describe personality structure in terms of the interactions of the id, ego, and superego.
* Explain how defense mechanisms protect the individual from anxiety.
* Describe the contributions of the neo-Freudians.
* Explain how personality inventories are used to assess traits.
* Describe the humanistic perspective on personality in terms of Maslow’s focus on self-actualization and Rogers’s emphasis on people’s potential for growth. (SC17)
* Describe the impact of individualism and collectivism on self-identity.
* Describe the social-cognitive perspective on personality.
* Discuss the consequences of personal control, learned helplessness, and optimism.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Students will take several assessments of their personality, aptitude, learning style, and intelligence. Students will compose a reflective essay where they comment on the reliability and validity of the tests based on their results. Students will get experience with APA documentation.

**Unit 3: Learning and Cognition (Units 6 and 7 from Myers)**

Subtopics:

* Classical and Operant Conditioning
* Cognitive Processes in Learning
* Biological Factors
* Social Learning (Observational Learning)
* Memory
* Language
* Thinking
* Problem Solving and Creativity

Objectives

* Describe the process of classical conditioning (Pavlov’s experiments). (SC17)
* Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
* Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner’s experiments. (SC17)
* Identify the different types of reinforcers and describe the schedules of reinforcement.
* Discuss the importance of cognitive processes and biological predispositions in conditioning. Discuss the effects of punishment on behavior.
* Describe the process of observational learning (Bandura’s experiments). (SC17)
* Describe memory in terms of information processing and distinguish among sensory memory, short-term memory, and long-term memory.
* Distinguish between automatic and effortful processing.
* Explain the encoding process (including imagery, organization, etc.).
* Describe the capacity and duration of long-term memory.
* Distinguish between implicit and explicit memory.
* Describe the importance of retrieval cues.
* Discuss the effects of interference and motivated forgetting on retrieval.
* Describe the evidence for the constructive nature of memory.
* Describe the nature of concepts and the role of prototypes in concept formation.
* Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.
* Describe the structure of language (phonemes, morphemes, grammar).
* Identify language developmental stages (babbling, one word, etc.).
* Explain how the nature-nurture debate is illustrated in the theories of language development.
* Discuss Whorf’s linguistic relativity hypothesis. (SC17)
* Describe the research on animal cognition and communication.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Students are given a hypothetical research problem and told to write a proposal for a controlled experiment to solve it. The exercise serves to improve their understanding of research methodology.

**Unit 4: Social Psychology (Unit 14 from Myers)**

Subtopics:

* Group Dynamics
* Attribution Process
* Interpersonal Perception
* Conformity, Compliance, Obedience
* Attitudes and Attitude Change
* Organizational Behavior
* Aggression/Antisocial Behavior

Objectives

* Describe the importance of attribution in social behavior.
* Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory.
* Discuss the results of Asch’s experiment on conformity. (SC17)
* Describe Milgram’s controversial experiments on obedience. (SC17)
* Discuss how group interaction can facilitate group polarization and groupthink.
* Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
* Discuss the issues related to aggression and attraction.
* Explain altruistic behavior in terms of social exchange theory and social norms.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

In groups, students will be challenged to design an application of operant conditioning to modify the behavior of a group of people. After approval, students will attempt to modify over a several week period, group behavior. The project develops first-hand experience of Skinner’s theory as well as the influence of the individual on its social environment.

**SEMESTER 2**

**Unit 5: Developmental Psychology (Unit 9 from Myers)**

Subtopics:

* Life-Span Approach
* Research Methods
* Heredity-Environment Issues
* Developmental Theories
* Dimensions of Development
* Sex Roles, Sex Differences

Objectives:

* Discuss the course of prenatal development.
* Illustrate development changes in physical, social, and cognitive areas.
* Discuss the effect of body contact, familiarity, and responsive parenting on attachments.
* Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.
* Describe the theories of Piaget, Erikson, and Kohlberg.
* Describe the early development of a self-concept.
* Distinguish between longitudinal and cross-sectional studies.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Application of Developmental Psychology-Groups of students work to research a topic in the field of developmental psychology and present their finding to the class in an oral report. This project provides an introduction into library and online research tools in psychology.

**Unit 6: Emotion, Motivation, (and States of Consciousness) (Units 5 and 8)**

Subtopics:

* Sleep and Dreaming
* Hypnosis
* Psychoactive Drug Effects
* Biological Bases
* Theories of Motivation
* Hunger, Thirst, Sex, and Pain
* Social Motives
* Theories of Emotion
* Stress

Objectives:

* Define motivation and identify motivational theories.
* Describe the determinants and influences of hunger.
* Define achievement motivation, including intrinsic and extrinsic motivation.
* Identify the three theories of emotion (James-Lange, Cannon-Bard, SchachterSinger).
* Describe the physiological changes that occur during emotional arousal.
* Discuss the catharsis hypothesis.
* Describe the biological response to stress.
* Describe the cyclical nature and possible functions of sleep.
* Identify the major sleep disorders.
* Discuss the content and possible functions of dreams.
* Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
* Discuss the nature of drug dependence.
* Chart names and effects of depressants, stimulants, and hallucinogenic drugs. (SC17)
* Compare differences between NREM and REM.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Journaling--Students will compile a series of journal entries into a collection based on a subtopic of Sleep, Motivation, Drive, or Emotion. Journals will be a compilation of personal reflections and objective interviews. This will introduce students to the tasks of effective interviewing, non biased recording, effective note taking, and reflective questioning.

**Unit 7: Biological, Sensations and Perception (Unit 3 and 4 from Myers)**

Subtopics:

* Physiological Techniques (e.g., imagining, surgical)
* Neuroanatomy and the Nervous System
* Neural Transmission
* Endocrine System
* Genetics
* Thresholds
* Sensory Mechanisms and Adaptation
* Attention
* Perceptual Processes

Objectives

* Describe the structure of a neuron and explain neural impulses.
* Describe neuron communication and discuss the impact of neurotransmitters.
* Classify and explain major divisions of the nervous system.
* Describe the functions of the brain structures (thalamus, cerebellum, limbic system, etc.). Identify the four lobes of the cerebral cortex and their functions as well as association areas.
* Explain the split-brain studies.
* Describe the nature of the endocrine system and its interaction with the nervous system.
* Contrast the processes of sensation and perception.
* Distinguish between absolute and difference thresholds.
* Label a diagram of the parts of the eye, ear, nose and mouth.
* Explain the Young-Helmholtz and opponent-process theories of color vision. (SC17)
* Explain the place and frequency theories of pitch perception.
* Discuss Gestalt psychology’s contribution to our understanding of perception.
* Discuss research on depth perception and cues.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Students will work in groups to construct a model of any of the systems from the physiological and biological systems discussed. Models must be to scale, fully labeled, with points for creativity, detail, and depth of explanation.

**Unit 8: Abnormal Psychology and Treatment of Disorders (Unit 12 from Myers)**

Subtopics:

* Definitions of Abnormality
* Theories of Psychopathology
* Diagnosis of Psychopathology
* Anxiety Disorders
* Somatoform Disorders
* Mood Disorders
* Schizophrenic Disorders
* Organic Disorders
* Personality Disorders
* Dissociative Disorders
* Treatment Approaches
* Modes of Therapy (e.g., individual, group)
* Community and Preventive Approaches

Objectives

* Identify the criteria for judging whether behavior is psychologically disordered.
* Describe the medical model of psychological disorders.
* Describe the aims of the most recent Diagnostic and Statistical Manual (DSM), and discuss the potential dangers of diagnostic labels.
* Describe the symptoms of generalized anxiety disorder, phobias, obsessive compulsive disorder, and posttraumatic stress disorder.
* Describe and explain the development of somatoform and mood disorders.
* Describe the various symptoms and types of schizophrenia.
* Describe the nature of organic and personality disorders.
* Describe the characteristics and possible causes of dissociative disorders.
* Discuss the aims and methods of psychoanalysis.
* Identify the basic characteristics of the humanistic therapies.
* Identify the basic assumptions of behavior therapy.
* Describe the assumptions and goals of the cognitive therapies.
* Discuss the benefits of group therapy and family therapy.
* Discuss the findings regarding the effectiveness of the psychotherapies.
* Discuss the role of values and cultural differences in the therapeutic process.
* Identify the common forms of drug therapy and the use of electroconvulsive therapy.

\*SC17--Empiric support research, terminology, phenomena, perspectives, figures:

Poster Presentation--Students will work individually on a topic of their choosing focusing on one aspect of one of the eight units. Material must go beyond classroom presented material but should be connected directly or indirectly. Presentation in the form of a poster will be made to the class and posters will go on display throughout the school.