

210735 - AP Psychology

August 7, 2006- May 25, 2007

Meeting Schedule: Class meets in a rotating block schedule, 90 minutes every other day. I will see each class 90 times during the course of a year. Approximately 10 of those classes occur after the test in May.

TEACHER RESOURCES:

Weiten. Psychology: Themes and Variations. 6th Edition. 2005.

(Recommended)

Psychology. Myers. 7th edition. 2006. (Includes a wealth of ancillary materials)

Membership in APA and TOPSS. The journals and study units are extremely helpful.

The 1994, 1999, and 2004 AP Released Exams in Psychology and other support materials provided by the College Board.

Vattano, Frank. The Brain Modules.

Colorado State University. The Mind Modules.

Zimbardo, Phillip. Discovering Psychology Videos.

DESCRIPTION:

This is a rigorous first year college level course of instruction. It is intended to provide a broad spectrum of introduction to the biological, cognitive, medical, and social fields of psychology and to prepare students for a national final exam. Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

GOALS:

1. Expand your knowledge of psychology
2. Earn college credit

REQUIREMENTS:

This course requires extensive outside reading and writing. It is recommended that there will be at least one major group project per nine weeks.

STUDENT RESOURCES:

Psychology. Myers. 7th Edition. 2006.

www.psychology.wadsworth.com/weiten_themes_6e is the website supported by the Weiten textbook. You will find an enormous amount of study materials there.

www.worthpublishers.com/myers7e is the website supported by the Myers textbook. You will find an enormous amount of study materials here.

I recommend Baron's study guide if you wish to purchase an extra study guide for the AP test.

Quarter One**Unit One – History and Methods – Not to exceed 8 days****Essential Concepts**

1. Describe the hindsight bias, and explain how it often leads us to perceive psychological research as merely common sense.
2. Explain how the scientific attitude encourages critical thinking.
3. Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of proper sampling.
4. Describe both positive and negative correlations, and explain how correlational research can aid the process of prediction.
5. Explain why correlational research fails to provide evidence of cause-effect relationships.
6. Discuss how people form illusory correlations and perceive order in random sequences.
7. Identify the basic elements of an experiment, and discuss how experimental control contributes to causal explanation.

8. Explain how bar graphs can be designed to make a small difference appear to be large.
9. Describe the three measures of central tendency and the two measures of variation
10. Discuss three important principles in making generalizations from samples, and describe how psychologists make inferences about differences between groups.
11. Discuss early psychologists' efforts to understand the structure and function of the mind.
12. Identify the nature and scope of contemporary psychology.

Sample Learning Activities

1. Daily open note quiz on previous night's reading.
2. Have students design a simple experiment, then define and label: independent, dependent and confounding variables, Sampling procedures, generalizability, control and experimental groups, and name three things that they did to make the design tighter.
3. Create a chart comparing and contrasting all the non-experimental research methods.
4. Use M & M's to illustrate statistic terms.
5. Use heights to create a bell curve.

Unit 2 – Social Psychology - not to exceed 7 days

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.
4. Discuss the results of experiments on conformity, and distinguish between normative and informational social influence.
5. Describe Milgram's controversial experiments on obedience, and discuss their implications for understanding our susceptibility to social influence.
6. Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, bystander effect, or deindividuation.

7. Discuss how group interaction can facilitate group polarization and groupthink, and describe how minority influence illustrates the power of individuals.
8. Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
9. Discuss the effects of pornography and violent video games on social attitudes and behavior.
10. Explain how social traps and mirror-image perceptions fuel social conflict.
11. Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

Sample Learning Activities

1. Daily open note quiz on previous night's reading.
2. Video: Class Divided, article "Black White Walking", "Unpacking the Invisible Knapsack", write a 2 page essay using the three sources and any five terms from the chapter to explain racism in our society (AP Format).
3. Have students look through recent magazines for examples of for the messages it sends.
4. Activity "Breaking Conformity" ask students to do activities all day that are non-conformist and write essay about their experience and people's reactions.
5. Video on Milgram experiment (on-line)
6. Video on Zimbardo experiment (on-line)

Unit 3 – Developmental Psychology – not to exceed 7 days

1. Describe the composition and physical location of genes.
2. Identify gender differences in sexual behavior, and describe and evaluate evolutionary explanations for those differences.
3. Describe how twin and adoption studies help us differentiate hereditary and environmental influences on human traits.
4. Describe how behavior geneticists estimate trait heritability, and discuss the interaction of genetic and environmental influences.
5. Describe the impact of sex chromosomes and sex hormones on biological development and gender differences.
6. Discuss the importance of gender roles, and explain how social and cognitive factors contribute to gender identity and gender-typing.

7. Discuss the course of prenatal development and the destructive impact of teratogens.
8. Describe the capacities of the newborn and the use of habituation for assessing infant cognition.
9. Discuss the impact of physical maturation on infants' memory capabilities and motor skills.
10. Describe Piaget's view of how the mind develops, and discuss his stage theory of cognitive development, noting current thinking regarding cognitive stages.
11. Discuss the impact of body contact, familiarity, and responsive parenting on infant social attachments and its benefits.
12. Describe the early development of a self-concept and discuss possible effects of different parenting styles on children.
13. Define adolescence and identify the major physical changes that occur during this period of life.
14. Describe adolescents' growing reasoning power, and discuss specific ways in which moral behavior is affected by moral reasoning, emotional intuitions, and social influences.
15. Discuss the search for identity and the development of intimate social relationships during the adolescent years.
16. Identify the major physical changes that occur in middle and older adulthood.
17. Describe the impact of aging on adult memory and intelligence.
18. Describe people's life satisfaction across the life span and their reactions to death or the prospect of dying.

Sample Learning Activities

1. Daily open note quiz on previous night's reading.
2. Have students jigsaw and do group projects by creating a developmental timeline (birth through death), dividing groups into social, physical, cognitive, emotional, and moral.
3. Kohlberg's moral development questions.
4. Video: The Miracle of Life.
5. Myth busting activity on myths and facts regarding old age
6. Bring in a children's toy or book and describe how it helps the child develop socially.

Quarter Two

Unit 4 – Learning and Cognition – not to exceed 12 days

1. Describe the general process of classical conditioning as demonstrated by Pavlov's experiments: including acquisition, extinction, spontaneous recovery, generalization, and discrimination.
2. Describe the process of operant conditioning, including the procedure of shaping, types of reinforcers and describe major schedules of partial reinforcement as demonstrated by Skinner's experiments.
3. Discuss the effects of punishment on behavior.
4. Describe the process of observational learning as demonstrated by Bandura's experiments, and discuss the impact of antisocial and prosocial modeling.
5. Describe memory in terms of information processing, and distinguish between sensory memory, short-term memory, and long-term memory.
6. Distinguish between automatic and effortful processing, and discuss the importance of rehearsal.
7. Explain the importance of meaning, imagery, and organization in the encoding process.
8. Describe the capacity and duration of long-term memory, and discuss the biological changes that may underlie memory formation and storage.
9. Distinguish between implicit and explicit memory, and identify the different brain structures associated with each.
10. Describe the importance of retrieval cues and the impact of environmental contexts and internal emotional states on retrieval.
11. Explain why the capacity to forget can be beneficial, and discuss the role of encoding failure and storage decay in the process of forgetting.
12. Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval.

13. Describe the evidence for the constructive nature of memory and the impact of imagination and leading questions on eyewitness recall; including false memory.
14. Describe the nature of concepts and the role of prototypes in concept formation.
15. Discuss how we use trial and error, algorithms, heuristics (including representative and availability), and insight to solve problems.
16. Describe the effects that overconfidence and framing can have on our judgments and decisions.
17. Discuss how our beliefs distort logical reasoning, and describe the belief perseverance phenomenon.
18. Trace the course of language acquisition from the babbling stage through the two-word stage.
19. Explain how the nature-nurture debate is illustrated in the various theories of language development.
20. Discuss Whorf's linguistic determinism hypothesis and the relationship between thought and language.

Learning Activities

1. Daily open note quiz on previous night's reading.
2. "Hot and Cold" shaping activity. (Skinner)
3. Read list of words and bang the table every time you say key word (Pavlov)
4. The Seven Dwarfs (Recognition vs. Recall)
5. Remembering random digits (short term memory)
6. Video: The Wild Child
7. Create several mnemonics to remember a shopping list.
8. Telephone or gossip game to see how the story changes

Unit 5 – Testing and Individual Differences – Not to Exceed 5 days

1. Trace the origins of intelligence testing, and describe the Stern formula for the intelligence quotient.
2. Describe the nature of intelligence, and discuss whether it should be considered a general mental ability or many specific abilities.
3. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.

4. Describe efforts to correlate intelligence with brain anatomy, brain functioning, and cognitive processing speed.
5. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS.
6. Describe test standardization, and explain the importance of appropriate standardization samples for effectively interpreting intelligence test scores.
7. Distinguish between the reliability and validity of intelligence tests, and explain how reliability and validity are assessed.
8. Discuss the stability of intelligence scores, and describe the two extremes of the normal distribution of intelligence.
9. Discuss evidence for both genetic and environmental influences on intelligence.
10. Describe group differences in intelligence test scores, discuss whether intelligence tests are culturally biased, and show how they can be explained in terms of environmental factors.

Learning Activities

1. Daily open note quiz on previous night's reading.
2. Culturally biased test
3. IQ Debate
4. Mensa qualifying test

Unit 6 – Motivation and Emotion – not to exceed 6 days

1. Define motivation, and identify several theories of motivated behavior.
2. Describe Maslow's hierarchy of motives.
3. Describe the physiological determinants of hunger; discuss psychological and cultural influences on hunger, and describe the symptoms of anorexia nervosa and bulimia nervosa.
4. Describe the human sexual response cycle, and discuss the impact of both hormones and psychological factors on sexual motivation and behavior.
5. Identify factors contributing to increased rates of pregnancy and sexually transmitted disease among today's adolescents.
5. Describe research findings on the nature and dynamics of sexual orientation, and discuss the place of values in sex research.
7. Describe the adaptive nature of social attachments, and identify both healthy and unhealthy consequences of our need to belong.

8. Define achievement motivation, and discuss the impact of employee satisfaction and engagement on organizational success.
9. Identify the three components of emotion, and contrast the James-Lange and Cannon-Bard theories of emotion.
10. Describe Schachter's two-factor theory of emotion, and discuss evidence suggesting that some emotional reactions involve no conscious thought.
11. Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
12. Describe some nonverbal indicators of emotion including facial expressions, and discuss the extent to which people from different cultures display and interpret facial expressions of emotion in a similar manner.
13. Discuss the significance of biological and environmental factors in the acquisition of fear.
14. Discuss the catharsis hypothesis, and identify some of the advantages and disadvantages of openly expressing anger.
15. Identify some potential causes and consequences of happiness, and describe how happiness is influenced by our own prior experiences and by others' attainments.
16. Describe the "fight-or-flight" response to stress and the physical characteristics and phases of the general adaptation syndrome.
17. Describe the effects of a perceived lack of control and a pessimistic outlook on health.
18. Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities.
19. Describe how stress increases the risk of disease by inhibiting the activities of the body's immune system.

Learning Activities

1. Daily open note quiz on previous night's reading.
2. Video: Dying to be thin
3. Talking without language
4. Show many different facial expressions and discuss what the individual is feeling.
5. Survey: How stressed are you?
6. Survey: Are you Type A or Type B?

Quarter Three

Unit 7 – Personality – Not to exceed 6

1. Describe what is meant by personality, and explain how Freud's treatment of psychological disorders led to his study of the unconscious. Id, ego, and superego.
2. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.
3. Discuss how defense mechanisms serve to protect the individual from anxiety.
4. Explain how projective tests are used to assess personality.
5. Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.
6. Discuss psychologists' descriptions of personality types, and describe research efforts to identify fundamental personality traits, including the MMPI, and "Big Five".
7. Describe the social-cognitive perspective on personality, and discuss the important consequences of personal control, learned helplessness, and optimism.
8. Describe the impact of individualism and collectivism on self-identity and social relations.

Learning Activities

1. Daily open note quiz on previous night's reading.
2. Video: A & E biography on Freud, define and identify 5 defense mechanisms in Freud's life.
3. Video: The Grinch (Cartoon version), analyze the Grinch according to each of the major theories, how do you account for the change.
4. Kiersey Temperment Sorter: Please Understand Me (Trait Theory)

Unit 8 - Psychological Disorders and Treatments – not to exceed 9 days

1. Identify the criteria for judging whether 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.

4. Describe the symptoms of generalized anxiety disorder, phobias, and obsessive-compulsive disorder.
5. Describe major depressive disorder and bipolar disorder.
6. Describe the characteristics and possible causes of dissociative identity disorder.
7. Describe the various symptoms and types of schizophrenia, and discuss research on its causes.
8. Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder.
9. 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.
10. Identify basic characteristics of the humanistic therapies and the specific goals and techniques of client-centered therapy.
11. Identify the basic assumptions of behavior therapy, and discuss the classical conditioning techniques of systematic desensitization and aversive conditioning.
12. Describe therapeutic applications of operant conditioning principles, and explain the critics' concerns with this behavior modification process.
13. Describe the assumptions and goals of the cognitive therapies and their application to the treatment of depression.
14. Describe the rationale and benefits of group therapy, including family therapy.
15. Describe the commonalities among the psychotherapies, and discuss the role of values and cultural differences in the psychotherapeutic process.
16. Identify the common forms of drug therapy.
17. Describe the use of electroconvulsive therapy and psychosurgery in the treatment of psychological disorders.

Learning Activities

1. Daily open note quiz on previous night's reading.
2. Create a brochure on disorder showing: theory, diagnosis, treatment, interesting facts, vignette, and three research sources.

3. NPR Program (On-line): The Sights and Sounds of Schizophrenia Drug Company Creates Simulation of Illness' Symptoms
4. NPR Program (On-line): Howard Dully "My Lobotomy"

Unit 9 – Biological Bases – not to exceed 7 days

1. Explain why psychologists are concerned with human biology.
2. Describe the structure of a neuron, and explain how neural impulses are generated.
3. Describe how nerve cells communicate, and discuss the impact of neurotransmitters and drugs on human behavior.
4. Identify the major divisions of the nervous system and describe their functions, noting the three types of neurons that transmit information through the system.
5. Identify and describe several techniques for studying the brain.
6. Describe the functions of the brainstem, thalamus, cerebellum, and limbic system.
7. Identify the four lobes of the cerebral cortex and describe the sensory and motor functions of the cortex.
8. Describe the importance of the association areas and discuss how damage to several different cortical areas can impair language functioning.
9. Discuss the capacity of the brain to reorganize following injury or illness.
10. Describe research on the split brain and discuss what it reveals regarding normal brain functioning.
11. Discuss the relationships between brain organization, right- and left-handedness, and physical health.
12. Describe the nature and function of the endocrine system and its interaction with the nervous system.

Learning Activities

1. Daily open note quiz on previous night's reading
2. Create a 3-D model of one of the following: Brain, endocrine system, or Nervous System. Part must be labeled and functions described.
3. Drive to school, which parts of your brain were involved. Be thorough.

Quarter Four

Unit 10 – Sensation and Perception – not to exceed 6 days

1. Contrast the processes of sensation and perception.
 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.
 4. Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy.
 6. Explain the Young-Helmholtz and opponent-process theories of color vision, and describe the nature of color constancy.
 7. Explain the auditory process, including the stimulus input and the structure and function of the ear.
 8. Explain the place and frequency theories of pitch perception, and describe how we locate sounds.
 9. Discuss the nature and causes of hearing loss, and describe the effects of noise on hearing and behavior.
 10. Describe the sense of touch, and explain the basis of pain.
 11. Describe the senses of taste and smell, and comment on the nature of sensory interaction.
 12. Distinguish between kinesthesia and the vestibular sense.
13. Describe how the process of perception is directed and limited by selective attention.
14. Explain how illusions help us to understand perception.
15. Discuss Gestalt psychology's contribution to our understanding of perception.
16. Discuss research on depth perception involving the use of the visual cliff, and describe the binocular and monocular cues in depth perception.
17. Describe stroboscopic movement and the phi phenomenon.
18. Describe the perceptual constancies, and show how the perceived size-distance relationship operates in visual illusions.
19. 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, and adaptability of perception.

20. Discuss the effects of assumptions, expectations, and contexts on our perceptions.
21. State the claims of ESP, and explain why most research psychologists remain skeptical.

Learning activities

1. Daily open note quiz on previous night's reading.
2. Create a 3-D model of the eye or the ear with all parts labels and their functions listed.
3. Various websites of optical illusions.
4. Blind spot location activity
5. Color blind test
6. After image effect

Unit 10 – States of Consciousness – not to exceed 3 days

1. Discuss the importance of seasonal, monthly, and daily biological rhythms.
2. Describe the cyclical nature and possible functions of sleep.
3. Identify the major sleep disorders.
4. Discuss hypnosis, the controversy over whether it is an altered state of consciousness, noting the behavior of hypnotized people and claims regarding its uses.
5. Discuss the nature of drug dependence and identify some common misconceptions about addiction.
6. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.

Learning activities

1. Daily open note quiz on previous night's reading.
2. Survey "owl or lark" for morning vs. night people
3. Survey from Myers Barber suggestibility scale