

**Bernards Township Public Schools
Basking Ridge, New Jersey**

**Advanced Placement Psychology
Grades 10 - 12**

**Original
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Statement of Philosophy

The Bernards Township School District is committed to fostering communication and technical competency, democratic participation, independent thinking, and global consciousness in order to facilitate successful understanding and enjoyment of our complex modern world.

We Believe. . .

- Introspection and awareness of others through the study of psychology will create a community of tolerance and understanding.
- Understanding psychology will help advance the field as a science and profession as a means of promoting health and human welfare.
- Active student participation and discovery are critical and are enhanced by varied teaching styles that accommodate the diverse student learning styles.
- Technological resources motivate students and provide opportunities for communication, research, and productivity that would not otherwise be possible.

Course Overview

Purpose:

Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience – from the functions of the brain, to the actions of nations, from child development to care for the aged. In every conceivable setting, from scientific research centers to mental healthcare services, “the understanding of behavior” is the enterprise of psychologists.

Course Prerequisites:

None; Honors criteria must be met

Required Texts:

Psychology, 6th edition, John W. Santrock, McGraw Hill, 2000, ISBN: 0-07-039469-5

Order of Instructional Sequence and Suggested Timeline

Unit I: Introduction and Research Methods – 3 weeks

Unit II: Biological Bases of Behavior – 2½ weeks

Unit III: Sensation and Perception – 2 weeks

Unit IV: States of Consciousness – 1 week

Unit V: Learning, Memory, and Cognition – 4½ weeks

Unit VI: Testing and Individual Differences – 1½ weeks

Unit VII: Developmental Psychology – 2½ weeks

Unit VIII: Personality – 2 weeks

Unit IX: Motivation, Emotion, & Stress – 2 weeks

Unit X: Abnormal Psychology and Treatment of Psychological Disorders – 4 weeks

Unit XI: Social Psychology – 2 weeks

Course Description

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice. The Advanced Placement Program in psychology is offered to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. Students will be prepared to take the AP Examination given in May each year.

Course Goals and Objectives

Cognitive Goals:

- A. Explain and utilize various psychological terms in a variety of contexts.
- B. Illustrate psychological concepts through use of concrete examples.
- C. Discuss the relationship between psychology as a biological science and as a social science.
- D. Trace the evolution and application of theories, research, and trends in psychology.
- E. Incorporate the psychological perspective in generating and organizing knowledge about the world experience.

Affective Goals:

- A. Exhibit reflective attitudes toward their personal judgments and the values of others.
- B. Recognize their personal beliefs while approaching scientific research and other theories with an open-mind.
- C. Have appreciation for the multiplicity of all perspectives and demonstrate tolerance and respect.

Psychomotor Goals:

- A. Employ advanced skills of organization, note-taking, research, and writing.
- B. Acquire and apply independently and cooperatively oral communication skills in formulating relevant questions, listening, critically viewing non-print media, and expressing themselves.
- C. Assume a variety of roles in group settings, for example: participant, facilitator, observer, leader, recorder, or listener.
- D. Write for a particular purpose while being concise and thorough.

Unit One

Introduction and Research Methods

Suggested time period for unit: 3 weeks

THE STUDENTS WILL BE ABLE TO:

1. Understand contemporary perspectives used by to understand behavior and mental processes in context.
2. Examine the role of ethics in research and professional practice.
3. Describe the elements of an experiment.
4. Explain the importance of sampling in psychological research.
5. Compare and contrast quantitative and qualitative research strategies.
6. Describe and apply the concept of correlation and explain how it is used in observational, survey, and clinical research.
7. Recognize how inferential and descriptive statistics are used in psychological research.
8. Identify ethical issues in psychological research.
9. Discuss psychology's roots in philosophy and natural science and the emergence of experimental psychology.
10. Recognize the diversity of psychological theories in the 20th century.

SUGGESTED AUTHORS AND WORKS

Psychology sixth edition – Santrock

The Notes: A Visual Companion for Students to accompany Psychology

Psychology and Life sixteenth edition – Gerrig & Zimbardo

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series

2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Naturalistic observational studies
4. Design, administer, and analyze a survey using various types of sampling
5. Practice making graphs using computer programs
6. Guest speaker from math to supplement statistical computation
7. “Descriptive Statistics Activity” (Susan Beers at Sweet Briar College – *Activities Handbook Volume 2*)
8. “Normal Probability Curve Activity” (*Activities Handbook Volume 3*)
9. Use a recent research study from an academic psychological journal to analyze statistical methods

Unit Two

Biological Bases of Behavior

Suggested time period for unit: 2½ weeks

THE STUDENTS WILL BE ABLE TO:

1. Identify and understand the structure and function of the neuron and the process of neurotransmission.
2. Classify and differentiate the major divisions, subdivisions, and functions of the nervous system.
3. Identify the structure and function of the major regions of the brain.
4. Recognize and distinguish the functions the specific lobes and cerebral cortex.
5. Explain how research and technology have provided methods to analyze brain behavior and disease.
6. Compare and contrast the specialized functions of the brain's hemispheres.
7. Understand the structure and function of the endocrine system.
8. Assess the effects of heredity and genetics on behavior.

SUGGESTED AUTHORS AND WORKS

Psychology sixth edition – Santrock

The Notes: A Visual Companion for Students to accompany Psychology

Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Internet tour of the human brain – Medtopolis.com
4. Ideas activity: “The Mind-Body Connection”
5. Neural Chain & Reaction Time Demonstrations (AP materials)

Unit Three

Sensation and Perception

Suggested time period for unit: 2 weeks

THE STUDENTS WILL BE ABLE TO:

1. Define and explain the concepts of threshold, adaptation, and constancy.
2. Describe the operation of sensory systems.
3. Relate knowledge of sensory processes to applications in workplace situations (e.g., engineering psychology, advertising, music, architecture, etc.).
4. Explain Gestalt concepts and principles.
5. Describe binocular and monocular depth cues.
6. Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.
7. Explain what is meant by attention and describe how it differs for demanding versus simple tasks.

SUGGESTED AUTHORS AND WORKS

Psychology sixth edition – Santrock

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Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Young woman/old hag image
4. Stroop Test
5. Weber’s Law Activity with books
6. Blind spot activity

7. Seeing double with one eye activity
8. Blindfolded taste demonstration
9. Taste discrimination – mapping your tongue
10. Optical illusion packet
11. Demonstration: Differences between rods and cones
12. “Adaptations to Displaced Vision” (Activities Handbook – Benjamin)
13. Demonstration two-point thresholds
14. Book: “The Man Who Mistook his Wife for a Hat”

Unit Four

States of Consciousness

Suggested time period for unit: 1 week

THE STUDENTS WILL BE ABLE TO:

1. Understand research on different states of consciousness, ranging from normal to markedly different.
2. Identify and apply the characteristics of sleep and theories that explain why we sleep.
3. Describe the various patterns of sleep disorders.
4. Define and distinguish the characteristics of the altered states of consciousness.
5. Categorize psychoactive drugs and their effects on consciousness.

SUGGESTED AUTHORS AND WORKS

Psychology sixth edition – Santrock

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Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. In-class meditation activities
4. Guest speaker regarding mind-altering drugs
5. Guest speaker to discuss hypnosis

Unit Five

Learning, Memory, and Cognition

Suggested time period for unit: 4½ weeks

THE STUDENTS WILL BE ABLE TO:

1. Identify the characteristics of learning while differentiating between learned and unlearned behavior.
2. Describe the principles and theories related to classical and operant conditioning and clarify their similarities and differences.
3. Define and apply specific aspects of classical conditioning to include: acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher order conditioning.
4. Define and apply specific aspects of operant conditioning to include: the effects of reinforcement and punishment, omission training, schedules of reinforcement, and active and passive avoidance.
5. Determine and apply the roles of biology and culture in determining learning.
6. Identify the processes associated with memory, such as encoding, processing, storage and retrieval.
7. Describe the operations of short-term and long-term memory.
8. Analyze the four types of memory.
9. Explore the process of retrieval and analyze the role of cues and interference on memory.
10. Relate the difficulties created by the reconstructive memory process.
11. Evaluate the biological bases of memory and learning.
12. Define thinking as a mental process involved in the manipulation and understanding information.
13. Recognize that information is classified into categories containing similar properties known as concepts.

14. Identify problem solving as a directive and productive example of thinking, specifically addressing how algorithms and heuristics are used in problem solving.
15. Explain the use of creative thinking in problem solving.
16. Provide examples of how mental set and functional fixedness prevent problem solving.
17. Illustrate how biological, cognitive, cultural-social constraints operate on the acquisition, development, and use of language.
18. Examine the influence of language on thought and behavior.

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Psychology sixth edition – Santrock
The Notes: A Visual Companion for Students to accompany Psychology
Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Reading: “The Behavioral View: A Conversation with B.F. Skinner” (author – Mary Harrington Hall)
4. Operant Conditioning Handout – *Lessons in Psychology* – J. Weston Walch publisher
5. Behavior Modification Handout – R. McDermott, Instructor AP Conference
6. Handout: “Positive and Negative Reinforcement Behaviors”
7. Activity: “Shaping by Successive Approximations” (by David Watson, *Activities Handbook*)
8. Activity: “Transfer of Training: Mirror Tracing”

Unit Six

Testing and Individual Differences

Suggested time period for unit: 1½ weeks

THE STUDENTS WILL BE ABLE TO:

1. Define and understand the nature of test constructs, such as intelligence, creativity, and personality.
2. Describe basic statistical concepts in testing.
3. Explain the influence and interaction of heredity and environment on individual differences.
4. Link intelligence to the use of cognitive skills and strategies.
5. Formulate theories explaining how differences among people reflect intelligence.
6. Illustrate the limitations of using conventional intelligence tests including labeling, racial bias, social impact, confidentiality, validity, and the selection and placement of students in the educational system.

SUGGESTED AUTHORS AND WORKS

Psychology sixth edition – Santrock

The Notes: A Visual Companion for Students to accompany Psychology
Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Reading: “Who’s Intelligent?” (by Robert Sternberg)
4. Utilize variety of intelligence tests via the Internet

Unit Seven

Developmental Psychology

Suggested time period for unit: 2½ weeks

THE STUDENTS WILL BE ABLE TO:

1. Interpret physical, social, cognitive, and moral changes from the prenatal period throughout the lifespan.
2. Examine the nature of change over the lifespan, specifically addressing how race, culture, gender, age, ethnicity, religion, sexual orientation, and ability/disability affect those changes.
3. Apply lifespan principles to personal experience.
4. Appraise research techniques used to gather data on the developmental process, not limited to, but inclusive of longitudinal and cross-sectional studies.
5. Outline and synthesize the stages of developmental theorists such as Piaget, Erikson, Kohlberg, Gilligan, and Kubler-Ross.
6. Evaluate how biological and environmental factors linked to societal conceptions of gender shape the experiences of males and females.
7. Inspect the role of critical periods in development.
8. Analyze the issues of continuity/discontinuity and stability/instability in development.

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SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series

2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Internet: “The Visible Embryo” – see Internet appendix
4. Internet: “Kohlberg Tutorial” – see Internet appendix*
5. Visit to elementary school to observe and report on students based on developmental theories
6. Case study of self or other person/child to examine developmental theories
7. Bereavement counselor to speak about Kubler-Ross’ theory of death and dying

*Links to other major Development theorists

Unit Eight Personality

Suggested time period for unit: 2 weeks

THE STUDENTS WILL BE ABLE TO:

1. Define personality as the individual's unique way of thinking, feeling, and acting.
2. Explain the characteristics of the psychoanalytic/psychodynamic, cognitive, behavioral, humanistic, and trait approaches.
3. Identify the backgrounds and some of the major contributors to the domain of personality such as, Adler, Allport, Bandura, Cattell, Freud, Jung, Mischel, Rogers.
4. Examine the idea of the self and the related issues of self-concept and self-esteem.
5. Describe, compare and contrast the tests used in personality assessment, specifically popular objective and subjective tests.
6. Evaluate the validity and reliability of personality assessments.

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SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series
2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Keirsey's Temperament Sorter Test

4. Reading & Activity: “The P.T. Barnum Effect” (by Synder and Shenkel)
5. Other personality tests including: Doodle’s Test, Pig Energizer Test, etc.
6. Internet Search: “The Personality Project – Overview” (see appendix)

Unit Nine

Motivation, Emotion, and Stress

Suggested time period for unit: 2 weeks

THE STUDENTS WILL BE ABLE TO:

1. Describe the primary (physiological) and secondary (social) cues instigating basic drives or motives.
2. Appraise one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction.
3. Compare and contrast the motivations (e.g., hunger, thirst, pain, and sex) influenced by biological stimuli versus environmental stimuli.
4. Identify and explain theories of emotion, such as James-Lange, Cannon-Bard, Schachter-Singer, and the opponent-process theory.
5. Examine the relationship between arousal and performance.
6. Explore the major sources of stress and explain possible physiological, psychological, cognitive, and behavioral reactions to stress.
7. Describe Selye's General Adaptation Syndrome and how stress can affect the immune system.
8. Practice strategies that are proactive and reactive in coping with real stressors in order to promote physical and mental health.

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SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series

2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Activity: “Determining Guilt through Emotion”
4. Guest Speaker – Expert on Lie Detector Tests (furnished by local police department)
5. Internet: “Emotion Toolkit” – see appendix
6. Activity: “Achievement Motivation” (from activity handbook)
7. Activity – Analyze faces for emotions
8. Activity: “Level of Aspiration”
9. Worries Survey

Unit Ten

Abnormal Psychology and Treatment of Psychological Disorders

Suggested time period for unit: 4 weeks

THE STUDENTS WILL BE ABLE TO:

1. Differentiate the common characteristics, cite examples, and describe explanations for the origins of abnormal behavior.
2. Distinguish characteristics that would label behavior as not just abnormal but a diagnosable psychopathology.
3. Explain the major categories and theories of each psychopathological classification to include: somatoform, organic, personality, dissociative, anxiety, mood, and schizophrenic.
4. Identify symptoms of common disorders within each classification.
5. Describe availability and appropriateness of various modes of treatment, including behavioral, cognitive, psychoanalytic/psychodynamic, humanistic, gestalt, and pharmacological.
6. Apply characteristics of effective treatment and prevention.
7. Evaluate prevention and intervention techniques such as educational programs, crisis intervention, telephone hotlines, and counseling.

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Psychology and Life sixteenth edition – Gerrig & Simbarido

SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series

2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. PBS Video Series – *Abnormal Psychology*
4. APA’s Five-Day Unit – *Psychological Disorders*
5. Exercise: “You Diagnosis It”
6. Video for Dissociative Identity Disorder: *Three Faces of Eve*
7. Clinical Psychologist/Psychiatrist as a guest speaker

Unit Eleven

Social Psychology

Suggested time period for unit: 2 weeks

THE STUDENTS WILL BE ABLE TO:

1. Examine how the structure and function of a given group may affect the behavior of the group as a unit (group polarization) or the behavior of the individual group member (deindividuation).
2. Explain the concepts of social cognition including attribution.
3. Define and challenge various attitudes and explore origins attitude changes.
4. Describe circumstances under which conformity, compliance, and obedience occur, using Milgram's classic experiment as a model.
5. Discuss the significance of aggression and antisocial behavior.
6. Demonstrate an understanding of interpersonal perception and how social cues influence that perception.
7. Identify the key concepts and theoretical perspectives of organizational behavior and analyze the behavior and performance of individuals and group structures in the workplace.

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SUGGESTED ACTIVITIES/RESOURCES

1. Dr. Phillip Zimbardo – PBS series *Discovering Psychology* Video Series

2. APA – *Activities Handbook for the Teaching of Psychology* – Volumes 1 – 4
3. Activity: “Obedience to Authority” (Activities Handbook)
4. Handouts for study of Milgram’s experiment
5. Helping Experiment
6. Journal Article about impact of internet on social behavior:
<http://www.apa.org/journals/amp/amp5391017.html>

Assessment/Evaluation Procedures

Given the nature of the subject matter, evaluation strategies are best qualitative and holistic. While assignments will teach and evaluate for learnings spanning a broad range of cognitive and affective levels, the higher levels will be emphasized. The assessments will include, but are not limited to the following:

- Homework
- Quizzes
- Tests – to include sample multiple choice questions from actual AP exams
- Essays – evaluated using the College Board Rubric
- Position Papers
- Debates
- Research Project
- Journal Reviews
- Oral Presentations
- Self and Peer Surveys
- Cooperative Learning Assessments Instruments

Appendix: Works Cited

National Standards for the Teaching of High School Psychology – APA August 1999

WWW.APA.ORG

The College Board AP Psychology Course Description – May 2002 – 2003

Appendix: Internet Resources for AP Psychology Summer 2002

<http://www.appsychology.net/>

<http://www.collegeboard.com/ap/students/psych/>

<http://www.worthpublishers.com/myers5e/>

<http://www.tjhsst.edu/Psych/>

http://www.psychology.org/links/People_and_History/

http://www.bcpl.net/~sandyste/school_psych.html

<http://www.apa.org/>

<http://www.apa.org/journals/>

<http://www.psychologytoday.com/>

<http://www.oklahoma.net/~jnichols/teaching.html>
Ideas for Developmental Psychology

<http://home.att.net/~dhssocialstudies/psychology.html>

<http://www.epub.org.br/cm/>

<http://www.tjhsst.edu/Psych/ch1/index.html>

<http://www.tjhsst.edu/Psych/links.html>

<http://www.socialpsychology.org/develop.htm>

<http://www.gettysburg.edu:8080/response/ref/psychnet.html>

<http://facultyweb.cortland.edu/~ANDERSMD/KOHL/kolexm1a.HTML>
Kohlberg case studies

<http://personality-project.org/personality.html>
Personality Project

<http://emotiontoolkit.com/>

<http://psych.hanover.edu/APS/teaching.html>

<http://www.pbs.org/wgbh/aso/tryit/brain/#>

<http://psych.athabascau.ca/html/aupr/demos.shtml>