Advanced Placement Psychology 2023-24

4th GP

3rd GP

1st GP

2nd GP

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| **Unit** | **% Exam** | **Title** | **#Vocab Terms** | **Progress Checks** | **40 Studies** | **Vocab Quiz** | **Study**  **Guide** | **Test** |
| 1 | 2-4% | Psychology’s History and Approaches | 37 | /25 | N/A | /35 | N/A | (Units 1/2 tested together) |
| 2 | 8-10% | Research Methods | 40 | /25 | /20 | /35 | /50 | /120 |
| 7 | 8-10% | Cognition | 74 | /25 | /20 | /35 | /55 | /140 |
| 3 | 8-10% | Biological Bases of Behavior | 84 | /25 | /20 | /35 | /65 | /140 |
| 9 | 7-9% | Developmental Psychology | 65 | /25 | /20 | /35 | /60 | /140 |
| 10 | 5-7% | Personality | 40 | /25 | /20 | /35 | /45 | /140 |
| 6 | 7-9% | Learning | 57 | /25 | /20 | /35 | /45 | /140 |
| 4 | 6-8% | Sensation and Perception | 67 | /25 |  | /35 | /55 | /140 |
| 5 | 2-4% | States of Consciousness | 39 | /25 |  | /35 | **FRQ’S** | /140 |
| / |
| 12 | 7-9% | Abnormal Behavior | 33 | /25 | /20 | /33 | / | /140 |
| 13 | 5-7% | Treatment of Abnormal Behavior | 37 | /25 | /20 | /35 | / | /140 |
| 14 | 8-10% | Social Psychology | 47 | /25 | /20 | /35 | / | /140 |
| 8 | 6-8% | Motivation, Emotion and Stress | 45 | /25 | /20 | /35 | / | /140 |
| 11 | 5-7% | Testing and Individual Differences | 28 | /25 | /20 | /28 |  | /140 |
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**Coach Cook’s Office Hours for Students are every MONDAY MORNINGS from 8:20-9:05**

***AP PSYCHOLOGY POLICIES, PROCEDURES, AND AGREEMENT:***

E-mail – [cookj@santarosa.k12.fl.us](mailto:cookj@santarosa.k12.fl.us)

Website- [coachcookgb.weebly.com](http://www.coachcookgb.weebly.com)

**Class Rules:**

* 1. **BE ON TIME AND READY TO WORK!** Tardies will be enforced according to school policy.
  2. **DO YOUR OWN WORK!** Cheating will not be tolerated and will be enforced according to school policy (this is my pet peeve).
  3. **COMMUNICATE RESPECTFULLY.** This classroom is a safe space for ideas and discussion. Criticism should always be constructive and focused on arguments, not people.
  4. **DRAW YOUR OWN CONCLUSIONS!** There is a lot of information out there; learn to think for yourself.

**Grades:**

* Grades are calculated on a summation of points (unweighted categories). The rough estimate of points for each grading period can be calculated on the table of contents page (pg. 1) of this syllabus.
* **Late Assignments**: Any assignment that is turned in AFTER the posted due date, will only be eligible for 50% credit. A note will be added in FOCUS to explain the 50% grade.

**Make Up Policy For Missed Assignments:**

* + If you are absent for any Tests or Quizzes, you will be required to make up the assessment the very next day that you report to class. There will be no permission to take tests or quizzes early, nor will there be passes granted for finishing tests after your class period ends.
  + Any (non assessment) assignments that you miss (including test re-takes) may be made up in class or in office hours before school.

**Cell Phone Policy:**

**Effective July 1, 2023: HB379: Prohibits a student from using a wireless communication device during instructional time, except when directed by a teacher for educational purposes, AND requires a teacher to designate an area for wireless communication devices during instructional time.**

* + **Cell phone policy will be the same for all GBHS classrooms this year: all student phones are to be put away in either a phone locker or phone holder when they come into class. Phones are to be away during instructional time, unless you are specifically using them for an academic reason.** 
    - **Classroom consequences if student is found with phone during instructional time:**
      * **Verbal warning to put phone away**
      * **Parent contact (by teacher)**
      * **Referral in FOCUS**

**A signature of acknowledgement is required by parents and students that you have read and understand the above-mentioned policies. Please email Coach Cook with any questions or for clarification.**

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

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

*Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***What you should know about Psychology and Advanced Placement…***

Psychology is the scientific study of how people think, act (behave) and feel. It is about the things people do and the thought process (or lack thereof) behind the actions. Since this is an A*dvanced Placement* course the achievements of high school students are compared statistically to the achievements of college students in an introductory college psychology course. The validity of the Advanced Placement program rests on a positive correlation between the two student groups.

Doing well in an advanced placement course eases the transition to college level expectations and your high school work can be used towards college credit and/or waivers as defined by the college you attend.

***HOW WILL I DEFINE SUCCESS IN THIS COURSE?***

* Successful mastery and retention of the course material
* A passing score on the AP exam

***WHAT DO I EXPECT OF YOU (THE STUDENT)?***

* I expect you to come to class every day.
* I expect you to be on time to class (if you arrive after the tardy bell you will be marked tardy).
* I expect you to do your ***own*** work.
* I expect you to participate and contribute in class.
* I expect you to think for yourself.

***What will you need to bring to class?***

* Notebook
* Three-Ring Binder
* Daily writing utensil (pen or pencil) for notes
* **blue or black** fine-tip pen for free responses
* Glue Sticks
* Highlighters of various colors

***What you should know about the materials we will use…***

In addition to classroom activities and guidance students are encouraged to consider some of the optional resources included in the resources cited below.

* David G. Myers. Psychology for the AP Course (provided) – a widely used textbook that will be the required textbook for the course and the mainstay of instruction. It is a very necessary resource for students to use.
* College Board/Advanced Placement Psychology sample exams and free response materials.
* Forty Studies that Changed Psychology (class set provided), 7th edition, Roger R. Hock PhD.

***What you should know about course content***

An Introduction to Psychology course is about the ***language of the Psychology discipline*** and learning to ***use the language by thinking like a psychologist***. There is a focus on vocabulary as indicated below. Instructional units are built upon an organization indicated on page 2 of the syllabus. The shaded/highlighted words are NOT included in unit reading quizzes we start each unit with but many **will be included on unit tests.** The student is responsible for reading and understanding text material. Preparation for tests will include teacher presentation, explanation and class discussion; and/or, by classroom activities, demonstrations and/or simulations.

***What you should know about the AP examination…***

The AP Psychology Examination includes a 70-minute (100 Questions) multiple-choice section that accounts for two-thirds of the student's exam grade and a 50-minute free-response section made up of two questions, which accounts for one-third of the student's exam grade.

***AP Psychology Unit Coverage…*A table with text on it

Description automatically generated**

***Below are the unit break-downs of the Units in our AP Psychology textbook and how they cover curricular standards.***

**I. History and Approaches (2-4 %)**

**CR 1 – Evidence of Curricular Requirement: T**his course provides instruction in psychology’s history and approaches.

A. Logic, Philosophy, and History of Science

B. Approaches (Perspectives)

1. Biological

2. Behavioral

3. Cognitive

4. Humanistic

5. Psychodynamic

6. Sociocultural

7. Evolutionary

Objectives

* Describe psychology’s concerns regarding stability and change, rationality and irrationality, nature and nurture
* Describe the different perspectives from which psychologists examine behavior and mental processes, and explain their complementarity
* Identify some of the basic and applied research subfields and differentiate clinical psychology from psychiatry

**II. Research Methods (8-10%) \*\***

**CR 2 – Evidence of Curricular Requirement: T**his course provides instruction in psychological research methods.

A. Experimental, Correlational, and Clinical Research

B. Statistics

1. Descriptive

2. Inferential

C. Ethics in Research (Asch, Milgrim, Watson, Zimbardo)

Objectives

* Compare and contrast case studies, surveys, and naturalistic observation and explain the importance of proper sampling
* Describe both positive and negative correlation and explain why correlational research fails to provide evidence for cause-effect
* Identify the basic elements of an experiment and discuss how experimental control contributes to causal explanation
* Describe three measures of central tendency and two measures of variation
* Discuss three principles for making generalizations from samples and how psychologists make inferences from groups

**III. Biological Bases of Behavior (8-10 %)**

**CR 3– Evidence of Curricular Requirement: T**his course provides instruction in biological bases of behavior.

A. Physiological Techniques (e.g. imaging, surgical)

B. Neuroanatomy

C. Functional organization of the Nervous System

D. Neural Transmission

E. Endocrine System

F. Genetics

G. Evolutionary Psychology

Objectives

* Discuss the structure and function of a neuron, neural impulses and how drugs and neurotransmitters effect behavior
* Identify and describe two major divisions of the nervous system and the three types of neurons that transmit information
* Contrast the simplicity of a neural pathway in a reflex with the complexity of a neural network
* Describe split-brain research and several other techniques for studying the brain
* Describe the functions of the brainstem, thalamus, cerebellum, and limbic system
* Identify the four lobes of the cerebral cortex and the importance of the sensory, motor and associations areas and how damage can impair language functioning
* Discuss the capacity of the brain to reorganize following injury

**IV. Sensation and Perception (6-8 %)**

**CR 4 – Evidence of Curricular Requirement:** This course provides instruction in sensation and perception.

A. Thresholds and Signal Detection Theory

B. Sensory Mechanisms

C. Attention

E. Perceptual Processes

Objectives

* Contrast the processes of sensation and perception
* Discuss sensory thresholds, subliminal stimulation and the functional value of sensory adaptation
* Describe sensory adaptation and explain its functional value
* Describe visual process including the transduction of light energy and levels of visual information processing
* Explain Young-Hemholtz and opponent-process theories of color vision
* Explain auditory process, stimulus input and the place and frequency theories of pitch perception
* Discuss the nature and cause of hearing loss
* Describe selective attention and how illusions help us understand perception
* Discuss Gestalt psychology, grouping, and the effects of experiences, assumptions, expectations on perception

**V. States of Consciousness (2-4 %)**

**CR 5– Evidence of Curricular Requirement:** This course provides instruction in states of consciousness.

A. Sleep and Dreaming

B. Hypnosis

C. Psychoactive Drug Effects

Objectives

* Discuss the nature of consciousness and its relation to subconscious information processing
* Describe sleep and dreams in terms of its cyclical nature, disorders and stages
* Discuss consciousness in terms of drug action, physiological and psychological effects

**VI. Learning (7-9 %)**

**CR 6– Evidence of Curricular Requirement:** This course provides instruction in learning.

A. Classical Conditioning

B. Operant Conditioning

C. Cognitive Processes

D. Biological Factors

E. Social Learning

Objectives

* Describe three types of learning mechanisms for humans and animals
* Discuss the importance of cognitive processes and biological predispositions in classical and operant conditioning
* Explain Pavlov’s work and the implications for human health and well-being
* Describe Skinner’s operant conditioning and its major applications
* Describe and contrast punishment with the different types of reinforcements and schedules
* Explain social learning theory and the significance of Albert Bandura’s research

**VII. Cognition (8-10 %)**

**CR 7 – Evidence of Curricular Requirement:** This course provides instruction in cognition.

A. Memory

B. Language

C. Thinking

D. Problem Solving and Creativity

* Describe the information processing model of memory and the factors that promote or inhibit encoding, storage and/or retrieval
* Explain forgetting in terms of benefits, decay and/or retrieval failure and the role of motivated retrieval failures
* Describe the origins and structure of language systems through developmental stages and the relevance to thought
* Describe the nature of concept formation and problem solving as key processes of cognition
* Describe the nature and origin of intelligence and its component abilities in contrast to creativity

**VIII. Motivation and Emotion (6-8 %) \***

**CR 8– Evidence of Curricular Requirement:** This course provides instruction in motivation and emotion.

A. Biological Bases

B. Theories of Motivation

C. Hunger, Thirst, Sex, and Pain

D. Social Motives

E. Theories of Emotion

F. Stress

Objectives

* Discuss motivation in terms of Maslow’s hierarchy and drive reduction theory
* Describe hunger and sex as motivated behaviors influenced by nature and nurture
* Describe the adaptive value of social attachments and the need to belong
* Discuss achievement motivation in terms of employee performance, satisfaction and organizational engagement
* Describe and contrast the James-Lange and Cannon-Bard theories of emotion
* Discuss Schachter’s two-factor theory in the context of cognition
* Discuss emotion in terms of physiological and nonverbal manifestations
* Describe the catharsis hypothesis and its relation to expressing anger

**IX. Developmental Psychology (7-9 %)**

A. Life-Span Approach

**CR 9 – Evidence of Curricular Requirement: T**his course provides instruction in developmental psychology.

B. Research Methods (e.g. longitudinal, cross-sectional)

C. Heredity-Environment Issues

D. Developmental Theories

1. Physical

2. Cognitive

3. Social

4. Moral

F. Sex Roles and Gender Roles

Objectives

* Describe development in terms of its physical, cognitive and social aspects
* Describe major developmental theories (Freud, Erikson, Piaget and Kohlberg)
* Discuss development in terms of physical growth and major changes throughout the lifespan
* Identify the elements of social responsiveness and responsive parenting that influence attachment and self-concept
* Discuss longitudinal and cross-sectional methodologies for research

**X. Personality (5-7 %) \***

**CR 10– Evidence of Curricular Requirement:** This course provides instruction in personality.

A. Personality Theories and Approaches

B. Assessment Techniques

C. Growth and Adjustment

Objectives

* Describe personality and its development by psychodynamic, humanistic, trait and social-cognitive means
* Discuss Sigmund Freud’s psychosexual development and dynamic personality interactions
* Discuss ego defense and its relation to anxiety
* Describe the humanistic perspective derived from considerations of Maslow’s focus on self-actualization and Roger’s emphasis on potential for growth.
* Describe personality assessment and the search to identify fundamental personality traits and inventories
* Describe projective tests and their use in personality and diagnostic assessment

**XI. Testing/Indiv. Differences (5-7 %)**

**CR 11 – Evidence of Curricular Requirement:** This course provides instruction in testing and individual differences.

A. Standardization and Norms

B. Reliability and Validity

C. Types of Tests

D. Ethics and Standards in Testing

E. Intelligence

Objectives

* Describe principles of generalization from samples and making inferences about differences between groups
* Describe ethics in the treatment of human and animal subjects
* Discuss the history of intelligence assessment in its relation to modern tests and theories
* Describe intelligence in relation to reliability, validity and standardization in normal assessment
* Describe the different types and purposes of representative psychometric instruments
* Discuss intelligence in terms of nature, nurture and culture

**XII. Abnormal Psychology (7-9 %)**

A. Definitions of Abnormality

**CR 12– Evidence of Curricular Requirement:** This course provides instruction in abnormal psychology.

B. Theories of Psychopathology

C. Diagnosis of Psychopathology

1. Anxiety Disorders

2. Somatoform Disorders

3. Mood Disorders

4. Schizophrenic Disorders

5. Organic Disorders

6. Personality disorders

7. Dissociative Disorders

Objectives

* Describe criteria for judging whether behavior is psychologically disordered and the DSM-IV system of classification
* Explain how disorders might be explained according to the medical, and bio-psycho-social models of pathology
* Describe the symptoms and development of representative anxiety disorders from a learning and biological perspective
* Describe representative mood disorders with emphasis o biological and socio-cognitive perspectives
* Describe the characteristics and possible causes of dissociative identity disorder
* Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder
* Describe the symptoms, subtypes and research on the causes of schizophrenia

**XIII. Treatment of Psychological Disorders** (5-7 %)

**CR 13 – Evidence of Curricular Requirement:** This course provides instruction in treatment of psychological disorders.

A. Treatment Approaches

1. Psychodynamic

2. Humanistic

2. Behavioral

3. Cognitive

5. Biological

B. Modes of Therapy (e.g., individual, group)

C. Community and Preventive Approaches

Objectives

* Discuss the aims and methods of psychoanalysis in the context of its critical concerns
* Describe the characteristics, goals and client-centered nature of humanistic therapies
* Identify the basic assumptions of behavioral therapies from both operant and classical conditioning perspectives
* Discuss the assumptions and goals of cognitive therapies and their application to the treatment of depression
* Discuss the findings and commonalities among psychotherapies regarding effectiveness
* Describe the biomedical therapies in terms of drug, electroconvulsive, and psychosurgeries

**XIV. Social Psychology (8-10 %) \*\***

**CR 14 Evidence of Curricular Requirement:** This course provides instruction in social psychology.

A. Group Dynamics

B. Attribution Theory

C. Interpersonal Perception

D. Conformity, Compliance, Obedience

E. Attitudes and Attitude Change

F. Organizational Behavior

G. Aggression/Antisocial Behavior

H. Cultural Influences

Objectives

* Describe the influences on social thinking in terms of attribution and error, attitudes and cognitive-dissonance
* Discuss social influence in terms of Asch’s conformity and Milgrim’s obedience studies and our susceptibility to such influences
* Describe group dynamics in terms of how the presence of others facilitates or impedes individual actions
* Describe social relations in terms of emotional and cognitive factors that contribute to the persistence cultural, ethnic, and gender prejudice and discrimination
* Discuss aggression in terms of the impact of biological, aversive events and learning experiences
* Discuss the effects of viewing pornography and violence on social attitudes and behavior
* Describe interpersonal attraction in terms of physical attractiveness, proximity and similarity
* Contrast passionate love with companionate love