

# **Advanced Placement Psychology**

## **Design:**

Advanced Placement Psychology is a yearlong course, which meets each day for one period. This structure was designed to follow very closely, what a college-structured Psychology course would be like.

## **Mission Statement:**

This is a College level course. That means students need to work at a higher level, expect more of themselves, and be motivated to possibly earn college credit. This course is designed to engage in critical, analytical, and reflective thinking. I want people to speak, and be spoken to in a polite fashion. I want you to enter into discussions about psychological topics. I want students to become prepared for the A.P. test. I want students to share ideas in this class, and I want to destroy any myths about Psychology. I want students to be ready for small group discussions, interactive learning, and more interesting activities.

## **Overall Course Objectives:**

By the end of the course, the students should be able:

- To understand and know human behavior.
- To learn and understand the basic principles and theories behind the plethora of fields that help to form the discipline of Psychology.
- To appreciate the relevance of Psychology in application to our own lives.
- To comprehend the scientific processes and knowledge base that help lay the foundation for Psychology.
- To understand and implement effective studying strategies, in order to prepare themselves for a successful academic career beyond high school.

## **Performance in this class will be evaluated in two areas:**

- 1.) Formative assessment work will include: short answer questions, vocabulary exercises and assignments, essay writing, a diagnostic Psychology examinations, baseline Psychology examinations, as well as several practice Advanced Placement Psychology examinations.
- 2.) Summative assessment work will include: several project and poster presentations, at least 1 reading quiz per unit, end of the unit chapter tests (which will be formatted to fit a similar structure to that of the Advanced Placement Psychology examination), 1 semester examination, and 1 end of the year survey project, which will culminate

## **Materials used to enhance instruction:**

- Textbook  
Myers, David. (2003). Psychology (7<sup>th</sup> ed.). New York : Worth Publishers.
- Additional tools – print material  
The students will be using numerous short articles from various sources are used throughout the course. These sources will involve books, newspapers, magazines, and journals. Some examples will include, *Psychology Today*, *Psychology Monitor*, as well as articles from Time, and U.S. News.  
For my own lecture enrichment, I will be referencing other Psychology textbooks, like *Psychology: Themes and Variations, 5<sup>th</sup> Edition* by Wayne Weiten, and *Social Psychology, 5<sup>th</sup> Edition* by Elliot Aronson, Timothy D. Wilson, and Robin M. Akert.

- Additional tool – examination material  
I will be using the 1994, 1999, and 2004 Released AP Exams in Psychology, to support the creation of my own examinations. I will also be using other support materials provided by the College Board and available through membership in APA and membership to TOPSS.
- Additional tools – video clips and video material  
WGBH Boston. (Producer). (1990, 2001). Discovering psychology: updated edition. Boston: Annenberg/CPB.  
Nova Video Series: Various PBS Films/Documentaries
- Guest Lecturers  
This course will cover a variety of subfields for the world of Psychology. It is with that in mind, that several guest lecturers will be coming in to speak about their particular subfields and experiences with Psychology. This also affords the students an opportunity to learn about the material from a different voice, other than their instructor.

## Advanced Placement Psychology Course Outline

### Unit 1 Schedule; History and Approaches of Psychology

#### **Focus Questions: Where did Psychology start? Where is Psychology going?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 - Introductions, check schedules

- Textbook distribution, class expectations
- *What do you want out of this class/Why did you take A.P. Psychology?*

Day 2 - Discovering Psychology Video: “Past-Present-Promise”

Day 3 -History of Psychology: read pages 1-8

- The philosophical/biological roots of psychology
- The historical “waves” of psychology

Day 4 - Perspectives of Psychology/Contemporary Psychology 9-15

- Perspectives of psychology (or Schools of thought)
- Three key issues in psychology
- Nature/nurture, stability/change, rational/irrational

Day 5 - Where do psychologists work? 4-15

- The professional opportunities that Psychology presents
- **Reading Quiz**

Day 6 –Unit Project: The founding fathers/mothers of Psychology and their perspectives

-Work Day

Day 7 – Unit Project: The founding fathers/mothers of Psychology and their perspectives

-Presentation Day

Day 8 –**Finish up presentations and take Quiz on Perspective of Psychology, History of Psychology, a and Psychology Subfields**

Unit 1 Objectives: The students will be able to:

- ✓ Define psychology and trace its historical development.
- ✓ Identify
- ✓ Describe the different perspectives from which psychologists examine behavior and mental processes.
- ✓ Identify some of the professional and research interests of psychologists.
- ✓ Identify and explain the big issues in psychology.

Unit 2 Schedule: The Science of Psychology

**Focus Question: What are the methods that Psychologists use to conduct their research?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Wall Day/Baseline Assessment/Intro the Basics of Psychology

Day 2 -The importance of the scientific attitude 19-25

- Basic Scientific Method
- Limits of intuition & common sense
- Our brains: biased information processors

Day 3 - Examining the Scientific Method, part 1 26-37

- Types of research methods
- advantages and disadvantages to the survey, naturalistic observation, Correlation and case study
- Longitudinal vs. cross-sectional

Day 4 -Examining the Scientific Method, part A (cont.) 37-42

- Developing an experiment
  - independent variable, dependent variable, hypothesis, population, random sample, control group, experimental group

Day 5-Examining the Scientific Method, part B 37-42

- The experiment: pitfalls and solutions
- placebos, single blind, double blind, and the self-fulfilling prophecy
- Reading Quiz**

Day 6-Examining the Scientific Method, part C 42-46 (read stats packet)

- Organizing your data: the world of descriptive statistics
  - measures of central tendency; mean, median, and mode
  - measures of variance; range and standard deviation
  - Stats Packet Work

Day 7 -Examining the Scientific Method, part D 42-46

- Organizing your data: charts and graphs (complete stats packet)
  - what is a histogram? How do we use it? Why is it useful?
  - what is the normal curve? How do we use it? Why is it useful?
  - complete stats reading packet

Day 8- Experimental Ethics 46-53

- Milgram Obedience study; Zimbardo Prison Experiment
  - Investigating experimental ethics: do's and don'ts of experimentation

- How has it changed Psychology?

Day 9–Review Day and practice test

Day 10 - **Test, Chapter 1/Bring Textbooks to start reading Ch.2**

Unit 2 Objectives: The students will be able to:

- ✓ Discuss the attitudes that characterize scientific inquiry and explain the nature of critical thinking.
- ✓ Explain the importance of theories, hypotheses, and replication in Psychology.
- ✓ Discuss descriptive research strategies.
- ✓ Describe the types of correlation and discuss why correlation enables prediction but not explanation.
- ✓ Explain the nature and significance of illusory correlations.
- ✓ Describe the nature and advantages of experimentation.
- ✓ Discuss the importance of operational definitions and control techniques in research
- ✓ Discuss questions regarding the artificiality of experimentation.
- ✓ Explain why psychologists study animals and discuss the ethics of experimentation.

Unit 3 Schedule: Neuroscience, Brain, and Behavior

**Focus Question: How do our brain functions help to create our “human experience?”**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/Baseline Assessment/Intro the Brain with website activity

Day 2 -Anatomy and functioning of the neuron 57-61  
 -Create an accurate model of a neuron using classroom materials  
 -The Action Potential

Day 3: -Neurotransmitters 61-67  
 -Overview of the Nervous System and Endocrine System  
 - The effects of drugs on your neural network (a preview for Ch.7)

Day 4: -Tools for Discovering the Brain 68-76  
 -Phineas Gage video clip  
 -Neuorimagining Techniques  
 - Low-level Brain Structures  
 -**Reading Quiz**

Day 5 - Meet your brain; information gathering 76- 85  
 -use provided web resources and books to study structures/functions of the brain  
 -Basic organization of the brain- 4 lobes – structure of Cerebral Cortex  
 - Broca’s and Weirneke’s Areas

Day 6 -Questions on brain functions/The Divided Brain 85-93  
 -Language and the brain  
 - Right vs. Left Hemisphere  
 - Split Brain Activity

Day 7 - Edible Brain Activity/Introduce Project  
 - Work Day

Day 8– Presentations about Edible Brain Parts/Review for exam

Day 9 – Review Day for Exam/Homework due for Ch. 2

Day 10 -**Test on Ch. 2/Bring your textbooks to read ch.3/4**

Unit 3 Objectives: The students will be able to:

- ✓ Explain why Psychologists are concerned with human biology.
- ✓ Describe the structure of a neuron and the process by which an action potential is triggered.
- ✓ Describe how nerve cells communicate and discuss the importance of neurotransmitters for human behavior
- ✓ Discuss the significance of endorphins and explain how drugs influence neurotransmitters.
- ✓ Identify the major divisions of the nervous system and their primary functions, noting how information is carried throughout the system.
- ✓ Describe the functioning of the endocrine system.
- ✓ Identify and explain the methods used in studying the brain.
- ✓ Describe the functions and structures within the brainstem, as well as those of the thalamus and the cerebellum.
- ✓ Describe the functions and structures within the limbic system, and explain how one of these functions controls the pituitary gland.
- ✓ Describe the structure and functions of the cerebral cortex.
- ✓ Describe the brain's plasticity following injury or illness.
- ✓ Describe research on the split brain and discuss what it reveals regarding normal brain functioning.

#### Unit 4 Schedule: Evolutionary Psych. and Development

**Focus Question: Is nature or nurture more influential in determining our development?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1-Genetics Overview 99-107  
-Punnett Squares, genotype/phenotype, natural selection

Day 2 -Evolutionary psychology 108-116  
- What is it? How does it explain gender differences?  
-Nature vs. Nurture: Behavior genetics and twin studies  
-Heritability

Day 3 -Environmental influences: Parents and peers 116- 125  
-How parents, peers, & culture affect individual development

Day 4 - Gender 125-132  
-gender roles; social learning theory and gender schema theory  
- Personal timeline activity

Day 5 - Prenatal & infant development 135-142  
-Was John Locke's "Tabula Rasa" correct?  
-maturational timeline of infants  
-Rooting Reflex

Day 6 - Cognitive development 143-150  
-Jean Piaget's cognitive theory of development

## **-Reading Quiz**

Day 7 - Social development- attachment 150-162  
-Harlow's research on attachment in monkeys  
-Mary Ainsworth's strange situation

Day 8 -PBS Video: Secrets of the Wild Child- a case study of Genie

Day 9 -Parenting styles 150-162  
-authoritative, authoritarian, laissez-faire  
-Kohlberg's theory moral development  
-Carol Gilligan's critique

Day 10 -Social development 163-171 and 182-188  
-Erik Erikson psychosocial theory of development

Day 11- Issues in latter adulthood 172-182 and 189-190  
-physical capabilities, memory and intelligence, social clock  
- Death and dying

Day 12 – Guest Lecturer/ Grad School Psychology student discussing their research and work on development

Day 13- **TEST Ch. 3 and 4/Bring textbooks to start reading Ch. 5**  
**-Home work due**

Unit 4 Objectives: The students will be able to:

- ✓ Identify and describe three major issues that pervade development psychology
- ✓ Identify the mechanisms of heredity and explain how sex is determined
- ✓ Describe the capacities of a newborn
- ✓ Discuss Piaget's view of how the mind develops and describe his cognitive stages
- ✓ Discuss current views of Piaget's theory of cognitive development
- ✓ Discuss the origins and effects of early attachment, temperament patterns, and parenting on later life.
- ✓ Explain how children's behavior provides evidence of an emerging self-concept and discuss possible effects of different parenting styles and culture on children.
- ✓ Identify the major physical changes that occur in adolescence.
- ✓ Describe Kohlberg's theory of moral development and its criticisms, and discuss the relationship of more thinking to action.
- ✓ Describe how Erickson viewed adolescence and the nature of social relationships
- ✓ Describe the major cognitive changes that occur in adulthood and old age
- ✓ Explain why stage theories of adult social development, such, as that proposed by Levinson, are controversial
- ✓ Discuss the psychological reactions of those who have lost one, and describe how the terminally ill cope with impending.
- ✓ State current views of psychologists on the issues of continuity versus stages and stability versus change in lifelong development.

## Unit 5 Schedule: Sensation and Perception

**Focus Questions: How do we define sensation? How do we then interpret those sensations?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Vocabulary Building Exercise – Word Walls

Day 2 -Basic principles of sensation 193-199

- Absolute and Difference Thresholds
- Subliminal stimulation
- Sensory adaptation

Day 3 –Vision and Parts of the Eye 200-204

- Transduction and the physics of wave energy
- Physiological properties of the eye

Day 4 - Visual information processing 204-211

- Feature detection
- Explaining color vision- opponent-process theory, Young-Helmholtz theory
- **Reading Quiz**

Day 5 -What did you say? Hearing 212-219

- Physiological properties of the ear
- Types of hearing loss

Day 6– Model Ear/Eye Project Day

Day 7 – Finish presenting model Ear/ Eye projects/The other senses; touch, taste, smell, kinesthetic, vestibular 219-228

- What do we mean by the other senses?
- How do the other senses work?

Day 8 - Affects of sensory restriction

- Wacky World of Sensation

Day 9 -Perception and Gestalt perceptual organization 231-238

- Selective attention
- Perceptual illusions- why do we study them?
- form perception & depth perception

Day 10 - Perceptual Interpretation and adaptation 238-256

- Power Point
- Perceptual context- how does it shape our experience?

Day 11 – Perceptual Interpretation and adaptation Part II 238-256

- Power Point

Day 11 - Extra Sensory Perception (ESP) 257-263

- telepathy, clairvoyance, precognition, psychokinesis

Day 12 – Review Day/ Homework due

Day 13 - **TEST- Chapter 5 and 6/ Bring textbooks to start reading Ch. 7**

Unit 6 Objectives: The students will be able to:

- ✓ Compare and Contrast the process of sensation and perception.
- ✓ Distinguish between the absolute and difference thresholds and discuss research findings on signal detection.
- ✓ Describe the phenomenon of sensory adaptation and show how it focuses our attention on changing stimulation.

- ✓ Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy.
- ✓ Explain the color constancy and discuss its significance to our understanding of vision.
- ✓ Explain the auditory process, including the stimulus input and the structure and function of the ear.
- ✓ Describe the sense of touch, focusing on pain and the gate-control theory of pain.
- ✓ Discuss how both the Young-Helmholtz and the opponent-process theories contribute to our understanding of color vision.
- ✓ Explain how illusions help us to understand perception.
- ✓ Discuss research on depth perception involving the use of the visual cliff and describe the binocular and monocular cues in depth perception.
- ✓ Explain the nature-nurture debate on the nature of perception.

## Unit 6 Schedule: States of Consciousness

### **Focus Question: What are all the components of consciousness?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 -Defining consciousness 265-268  
 -Circadian rhythms  
 -Theories of sleep  
 -Take sleep deprivation scale in class

Day 2 - Sleep- our favorite pastime 269-280  
 -stages of sleep  
 -sleep disorders

Day 3 - Dreams 281-285  
 -Freud's manifest vs. latent content  
 -Information processing/"mental housekeeping"

Day 4 -Hypnosis and meditation 285-293  
 -neodissociation theory  
 -social influence and hypnosis  
 - **Reading Quiz**

Day 5 -Psychoactive Drugs/ Introduce Research Project 295-304  
 - What are the effects of psychoactive drugs, what category do they fall under, and what are the dependency issues that accompany the substance?

Day 6 - Presentation of Psychoactive Drug Project 305-307  
 -Near-death experiences: dualists vs. monists

Day 7 - Review Day/Homework due

**Day 8 Test on Ch. 7/ bring textbooks to start reading Ch. 8**

Unit 6 objectives: The students will be able to:

- ✓ Discuss the nature of consciousness and its significance in the history of psychology.
- ✓ Describe the cyclical nature of sleep.



- ✓ Discuss the possible functions of sleep and the effects of sleep deprivation.
- ✓ Identify and describe the major sleep disorders.
- ✓ Describe the normal content of dreams.
- ✓ Discuss the possible functions of dreams as revealed in various theories.
- ✓ Define Hypnosis and discuss several popular misconceptions about hypnosis.
- ✓ Describe the physiological and psychological effects of psychoactive drugs.
- ✓ Discuss the biological, psychological, and social roots of drug use
- ✓ Describe the near-death experience and the controversy over the separateness of mind and body and debated by dualists and monists.

## Unit 7 Schedule: Learning

### **Focus Question: What types of learning are most effective for people?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 - Ivan Pavlov & Classical Conditioning 309-322

- Video Discovering Psych: Learning, clip 1
- Basic principles of conditioning
- What are the benefits of conditioning?

Day 2 - Practical application of Classical conditioning 309-322

- Applications of Classical Conditioning in everyday life
- Why would we use it?

Day 3 -B.F. Skinner & Operant conditioning 322-335

- Thorndike's law of effect
- shaping and chaining demonstration in class
- Video Clips of Skinner

Day 4 - Basic principles of reinforcement 322-335

- Types of reinforcement- positive/negative, primary/secondary
- Punishment vs. negative reinforcement
- **Reading Quiz**

Day 5 - Rethinking Operant Conditioning 322-335

- Applications of Operant Conditioning in everyday life
- Schedules of partial reinforcement

Day 6 -Behaviorism vs. Cognitive approaches of learning 336-341

- Albert Bandura – Bobo Doll experiment- Power Point
- Video Clips of Bandura
- Observational learning
- Affect of biological predisposition on learning

Day 7 – Review Day/Bring Homework for Ch. 8

Day 8 – **Test on Ch. 8/ Bring Textbooks to start reading for Ch. 9**

Unit 7 Objectives: The students will be able to:

- ✓ Describe the nature of classical conditioning and show how it demonstrates associative learning.
- ✓ Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination
- ✓ Discuss the importance of cognitive processes and biological constraints in classical conditioning

- ✓ Discuss the importance of Pavlov's work in classical conditioning.
- ✓ Describe the process of operant conditioning, including the procedure of shaping.
- ✓ Describe Skinner's influence on the field of Psychology.
- ✓ Identify the different types of reinforcers and describe the four major schedules of partial reinforcement.
- ✓ Discuss the effects of punishment on behavior.
- ✓ Discuss evidence of the importance of cognitive and biological processes in operant conditioning.
- ✓ Describe the process of observational learning.

## Unit 8 Schedule: Memory/Cognition and Language

**Focus Question: What is the process of memory? How do we acquire language?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/Baseline Assessment/ Introduce Memory

Day 2 - The Phenomenon of Memory 343-346

- flashbulb memory, generational memory
- Video clip- The Brain: the Locus of Learning and Memory
- Information processing model

Day 3 -The process of encoding 347-354

- Automatic vs. effortful processing
- What do we encode? Classroom investigation
- Mnemonic devices

Day 4 - The process of storage 354-360

- levels of memory; sensory, short-term, long term

Day 5-The biology of memory 354-360

- The role of the hippocampus in memory
- **Reading Quiz**

Day 6 - Retrieval 361-364

- The phenomenon of that item we call déjà vu
- How do we get back what we stored?

Day 7 -Forgetting 365-371

- encoding errors, storage errors, and retrieval errors

Day 8 -Memory Construction 372-380

- The trouble with eye-witness recall
- Repression and abuse

Day 9 -Cognition overview/ Obstacles to Problem solving 385-389

- Schemas and prototypes
- Need for cognition scale
- Confirmation bias, representativeness heuristic, availability heuristic
- Fixation; mental sets & functional fixedness

Day 10 -Making decisions and forming judgments 389-400

- How do we decide?
- What helps us to make those decisions?

- Belief Bias
- Artificial Intelligence

Day 11 - Language acquisition 401-409  
 - Phonemes, morphemes, grammar  
 - Skinner vs. Chomsky- how do we develop language?  
 -Language acquisition device vs. social learning

Day 12 -Language/Cognition relationship 409-412  
 -Wharf's linguistic relativity hypothesis

Day 13 -Animal thinking and language 413-417  
 - **Reading Quiz**

Day 14 – Introduce Language construction and learning project  
 - Work day #1

Day 15 – Work day #2

Day 16 – Group Presentations on Language construction and learning project

Day 17– Review Day/Homework due for Ch. 9 and 10

Day 18 – **Test on Ch. 9 and 10/Bring textbooks to start reading Ch. 11**

Unit 8 Objectives: The students will be able to:

- ✓ Explain memory in terms of information processing and distinguish between short-term and long-term memory.
- ✓ Distinguish between implicit and explicit memory and describe the role of the hippocampus in explicit memory.
- ✓ Explain the process of encoding and distinguish between automatic and effortful processing.
- ✓ Explain the importance of meaning, imagery, and organization in the encoding process.
- ✓ Describe the capacity and duration of long-term memory and discuss the synaptic changes that may underlie memory formation and storage.
- ✓ Describe the differences between recall, recognition, and relearning measures of memory.
- ✓ Describe the importance of retrieval cues and explain what is meant by state-dependent memory.
- ✓ Explain what is meant by retrieval failure and discuss the effects of interference and repression on retrieval.
- ✓ Describe the nature of iconic and echoic memory.
- ✓ Describe the nature, function, and formation of concepts
- ✓ Discuss how we use means of trial and error, algorithms, heuristics, and insight to solve problems.
- ✓ Describe how the confirmation bias and fixation can interfere with effective problem solving.
- ✓ Explain how the representativeness and availability heuristics influence our judgments.
- ✓ Describe the effects that overconfidence and framing can have on our judgments and decisions.
- ✓ Discuss how our beliefs can influence our logical reasoning.
- ✓ Describe the belief perseverance phenomenon.
- ✓ Describe the structure of language.
- ✓ Trace the course of language acquisition and discuss alternative theories of language development.
- ✓ Describe the research on animal communication and discuss the controversy over whether animals have language.
- ✓ Discuss the relationship between thought and language

**Review for Final:** Day 1: Chapters Intro Chapter, 1-5

Day 2: Chapters 6-10

## **Second Semester Begins: Cumulative 1<sup>st</sup> Semester Exam before 1<sup>st</sup> Semester Ends!**

Unit 9 Schedule: Intelligence

**Focus Questions: How do we define an intelligent person?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/Baseline Assessment/Is an IQ a valid assessment?

Day 2-Influences on intelligence  
- Nature vs. nurture

Day 3 -Intelligence defined; 419-427  
- Galton, Binet, and Terman; cultural bias of intelligence testing

Day 4 - Theories of intelligence 427-432  
- Spearman- factor analysis (“g”)  
- Gardner- multiple intelligence  
- Sternburg- triarchic theory  
- “E-I.Q.”

Day 5 -Principles of Test Construction 432-437  
-validity, standardization, and reliability  
-Modern tests of intelligence (WAIS, SAT, ACT)  
-How reliable are intelligence tests?

Day 6 -The Dynamics of Intelligence 437-452  
- Extremes in intelligence; MENSA, VT – Savant syndrome  
- Creativity and intelligence  
- Genetic and environmental influences on intelligence

Day 7 – Guest Speaker/Clinical Psychologist discussing/administering Intelligence Test

Day 8– Review day/homework due for Ch. 11

Day 9 – **TEST for Ch.11/Bring textbooks to start reading Ch. 12**

Unit 9 objectives: The students will be able to:

- ✓ trace the origins of intelligence tests including the contributions of Galton, Binet, and Terman
- ✓ distinguish between aptitude and achievement tests and describe modern tests of mental abilities
- ✓ describe principles of test construction including standardization, reliability, and validity, and explain how they are used to form accurate tests
- ✓ describe the nature of intelligence and discuss the implications of culture on intelligence
- ✓ explain whether intelligence should be considered a general mental ability or many specific abilities
- ✓ discuss evidence for both genetic and environmental influences on intelligence
- ✓ Examine the differences between Gardner’s and Sternberg’s theories on intelligence

- ✓ Describe neurological approaches to the measurement of intelligence
- ✓ Evaluate whether intelligence tests are biased and/ or discriminatory

## Unit 10 Schedule: Motivation and Emotion and Stress

### Focus Questions: How are we motivated? Why do we display the emotions that we do?

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/baseline assessment

Day 2 -Theories of Motivation 455-458

- Instinct theory
- Drive-reduction theory
- Maslow’s hierarchy of needs
- intrinsic vs. extrinsic motivation

Day 3 -Hunger motivation 459-467

- hypothalamus and hunger
- external incentives
- Arousal theory

Day 4 - The Psychology of Sex 467-482

- Alfred Kinsey and the sexual response cycle
- Understanding Sexual Orientation

Day 5 -Motivating people Achievement motivation 483-496

- What is the proper way to motivate people?
- Leadership styles
- **Reading Quiz**

Day 6-What is emotion? 499-509

- Three components of emotion
- James Lange Theory, Cannon-Bard Theory, Schachter Two-Factor Theory
- Opponent-process theory of emotion (additional reading)

Day 7 -Expressing emotions 510-517

- Non-verbal communication

Day 8 -Experiencing emotions 518-522

- Anger- catharsis hypothesis
- Opponent Process Theory of emotion
- What is fear?
- How do we become fearful?

Day 10 -Happiness 522-528

- Factors that correlate with happiness

Day 11 – Stress 531-538 and 546-554

- Look at the research of Hans Seyle
- How does our body respond to stress
- Methods for coping with stress

Day 12 – Review Day/Homework is due for Ch. 12/13/part of 14

Day 13 – **Test Day/Bring textbooks to start reading Ch. 15**

Unit 10 Objectives: The students will be able to:

- ✓ Define motivation and discuss the three perspectives that have influenced our understanding of motivation.
- ✓ Discuss the basis of hunger in terms of physiology and external incentives and explain how taste preferences are determined.
- ✓ Describe the symptoms and possible causes of anorexia nervosa and bulimia nervosa.
- ✓ Explain Maslow's hierarchy of needs.
- ✓ Describe the nature and origin of achievement motivation.
- ✓ Distinguish between extrinsic and intrinsic motivation, focusing on their relative effectiveness in promoting achievement motivation.
- ✓ Identify the three components of emotion, describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
- ✓ Describe the relationship between bodily states and specific emotions
- ✓ Discuss the significance of biological and environmental factors in the acquisition of fear.
- ✓ Discuss the catharsis hypothesis.
- ✓ Describe the work of Hans Selye and explain what the General Adaptation Syndrome is.
- ✓ Identify and discuss different strategies for coping with stress
- ✓ Identify some potential causes and consequences of happiness and describe how happiness is influenced by our own prior experiences and by others' attainments.
- ✓ Explain the opponent-process theory of emotion.
- ✓ Contrast the James-Lange and Cannon-bard theories of emotion.
- ✓ Describe Schachter's two-factor theory of emotion and discuss evidence suggesting that some emotional reactions involve no conscious thought.

## Unit 11 Personality

**Focus Question: Which theory of personality best describes who we are as people?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/Baseline Assessment/What is personality?

Day 2 -Defining personality – a historical viewpoint 575-580

- Freud: Psychoanalytic theory
- id, ego, superego
- defense mechanisms

Day 3 -Freud Part II 580-586

- Psychosexual stages of development
- Projective personality tests –TAT, Rorschach
- Critiques of theory; neofreudians

Day 4 -Humanistic theory of personality 512-529 (436-451)

- Abraham Maslow & Carl Rogers: self-actualization and unconditional positive regard
- Gordon Allport and the idea of Opttomistic Functioning

Day 5 - Trait theory of personality 587-590

- The "Big Five"

- Assessment techniques: MMPI, Kiersey Temperament Sorter, Myers-Briggs
- Walter Mischel and his studies on personality traits

Day 6 -Social-Cognitive theory of personality 591- 606

- Julian Rotter: Locus of Control
- Albert Badura: Reciprocal determinism
- Positive Psychology with Martin Seligman

Day 7 – Exploring the Self 607-616

- Self-esteem
- Spotlight Effect
- Individualism vs. Collectivism

Day 8 – Review for test/Homework due

Day 9 – **Test on Ch. 15/ Bring textbooks to start reading Ch. 16**

Unit 11 Objectives: The students will be able to:

- ✓ Explain how Freud’s experience in private practice led to theory of psychoanalysis
- ✓ Describe Freud’s view of personality
- ✓ Discuss the interactions of the id, ego, and superego
- ✓ Describe Freud’s psychosexual stages and the effects of fixation on behavior
- ✓ Explain how defense mechanisms operate
- ✓ Contrast the views of neo-Freudians and psychodynamic theorists with Freud’s original theory.
- ✓ Explain how projective tests are used to assess personality and describe research findings regarding their validity and reliability
- ✓ Summarize Abraham Maslow’s concept of self-actualization, and explain how his ideas illustrate the humanistic approach
- ✓ Discuss Carl Rogers’s person-centered perspective, and explain the importance of unconditional positive regard
- ✓ Explain and evaluate the humanistic approach
- ✓ Explain how Psychologists use personality inventories to assess traits, and discuss the most widely used inventory
- ✓ Identify the Big Five personality factors and discuss some of the strengths of this approach to studying personality
- ✓ Describe the social-cognitive perspective, and explain how reciprocal determinism illustrates that particular perspective
- ✓ Explain the effects of a perception of internal and/or external control, and describe the concept of learned helplessness
- ✓ Discuss the self-serving bias, and contrast defensive and secure self-esteem

## **Unit Schedule 12: Psychological Disorders and Treatment**

**Focus Question: What type of psychotherapy works the best?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

Day 1 – Word Walls/Baseline Assessment/What are the options for people with Psychological Disorders?

Day 2 -Defining abnormality 619-626

- Classifying mental disorders- DSM IV
- Effects of labeling- Rosenthal experiment

Day 3 -Anxiety disorders 627-632

- Categories of Anxiety Disorders

-Video- Dateline: OCD

- Day 4 - Mood disorders                    633-643  
-Focus on Major Depressive Disorder
- Day 5 - Somatoform disorders and Dissociative disorders                    644-645  
- The Hillside Strangler  
- **Reading Quiz**
- Day 6 -Schizophrenic Disorders                    646-653  
-Subtypes of Schizophrenia
- Day 7 -Video clip: The Brain- schizophrenia                    646-653  
-Video clip on Schizophrenia
- Day 8 Personality disorders                    653-657  
-Antisocial Personality Disorder
- Day 9 -Overview of treatments  
-Psychotherapy vs. Biomedical therapy  
-History of treating mental disorders
- Day 10 Psychoanalytic treatment                    659-666  
- Characteristics and Methods  
- Resistance, free association, hypnosis
- Day 11 Humanistic therapy (Maslow & Rogers)                    659-666  
- Characteristics and Methods  
- Unconditional positive regard, active listening, non-directive
- Day 12- Behavioral treatment/Cognitive Therapy                    666-673  
- Characteristics and Methods  
- Aversive therapy, token economy, behavior modification  
- Aaron Beck and his cognitive therapy
- Day 14- Evaluating therapy                    674-685  
-Which therapy works best?  
- Family Therapy  
- Evaluating Psychotherapies  
- Albert Ellis and psychotherapy
- Day 15 – Guest Speaker/ Psychology Grad student discussing new therapy options/treatments
- Day 16 -Biomedical therapy                    685-693  
-Psychosurgery, Psychopharmacology, ECT
- Day 17 – Review for test/Homework due
- Day 18– **Test on Ch. 16 and 17 and bring textbook to start reading Ch.18**
- Unit 11 Objectives: The students will be able to:
- ✓ List the criteria for judging whether behavior is disordered.
  - ✓ Describe the system used to classify psychological disorders and explain the reasons for its development.
  - ✓ Describe the various anxiety disorders and discuss their possible causes.



- ✓ Describe the nature and possible causes of dissociative disorders.
- ✓ Describe the mood disorders.
- ✓ Describe the symptoms of schizophrenia and discuss research on the causes of schizophrenia.
- ✓ Describe the nature and causes of personality disorders and the specific characteristics of antisocial personality disorder.
- ✓ Discuss the aims and methods of psychoanalysis and explain the critic's concerns with this form of therapy.
- ✓ Discuss the controversy surrounding the use of diagnostic labels
- ✓ Identify the basic themes of humanistic therapies and describe Rogers's person-centered approach.
- ✓ Identify the basic assumptions of behavior therapy and discuss classical conditioning therapies.
- ✓ Describe the premise behind operant conditioning techniques and explain the critics' concerns with these techniques.
- ✓ Identify the basic assumptions of the cognitive therapies and describe group therapy.
- ✓ Identify the common forms of drug therapy.
- ✓ Describe the use of electroconvulsive therapy and psychosurgery in the treatment of psychological disorders.

## Unit 12 Schedule: Social Psychology

### **Focus Question: How do we influence and impact one another?**

- All page numbers refer to the Myers Psychology text: (7<sup>th</sup> edition).
- Please read the pages listed for that class period!

#### Day 1 – Word Walls/Baseline Assessment

Day 2 - Social Thinking	695-702
<ul style="list-style-type: none"> <li>-Attribution theory</li> <li>-Attitudes vs. Actions</li> <li>-Video: 60 Minutes clip- Stanford Prison experiment: Role playing</li> <li>-Cognitive Dissonance Theory</li> </ul>	
Day 3- Social Influence	702-709
<ul style="list-style-type: none"> <li>-Conformity &amp; Obedience</li> <li>-S. Milgram Obedience experiment</li> </ul>	
Day 4- Social Influence (continued)	709-713
<ul style="list-style-type: none"> <li>-Group influence: deindividuation, social loafing, social facilitation, inhibition</li> </ul>	
Day 5 - Social relations	714-734
<ul style="list-style-type: none"> <li>-theories of interpersonal attraction</li> </ul>	
Day 6 - Social relations	714-729
<ul style="list-style-type: none"> <li>- Prejudice</li> <li>- Blue eyes/ Brown eyes film clip</li> <li>- Aggression</li> </ul>	
Day 7 - Social relations	729-740
<ul style="list-style-type: none"> <li>- Video: Nightline- The Bystander effect</li> <li>- Factors leading to altruism</li> </ul>	
Day 8- Social Traps	729-740
<ul style="list-style-type: none"> <li>- Prisoners' dilemma</li> <li>- Tragedy of the commons</li> </ul>	

Day 9 – Test Review/Homework due

Day 10 - **Test Chapter 18**

Unit 12 Objectives: The students will be able to:

- ✓ Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.
- ✓ Describe the importance of attribution in social behavior
- ✓ Identify the conditions under which attitudes have a strong impact on actions.
- ✓ Explain the foot-in-the-door phenomenon and the effect of role playing on attitudes in terms of cognitive dissonance theory.
- ✓ Discuss the results of experiments on conformity.
- ✓ Describe Milgram’s controversial experiments on obedience and discuss their implications for understanding our susceptibility to social influence.
- ✓ Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.
- ✓ Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- ✓ Discuss the effects of observing filmed violence and pornography on social attitudes and relationships.
- ✓ Explain how social traps and mirror-image perceptions fuel social conflict.
- ✓ Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
- ✓ Describe and explain the bystander effect and explain altruistic behavior in terms of social exchange theory and social norms.

**❖ The rest of the year will be spent reviewing for the Advanced Placement exam, and the students will be working on a Survey Project after the Advanced Placement exam.**