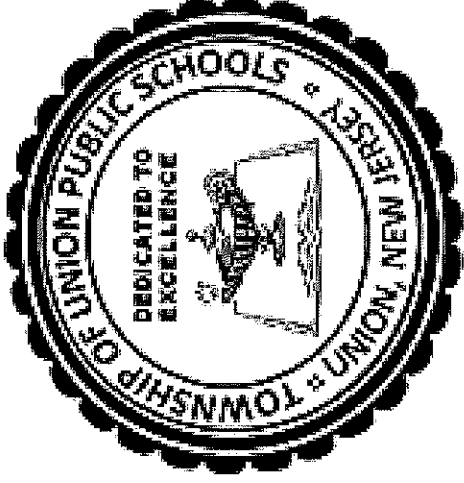


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement Psychology
August 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Advanced Placement Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching of Psychology published by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work. Students are consistently reminded that the course is designed to be comparable to an introductory course at the finest academic institutions in the nation and should be approached as such. Students have an opportunity to earn 3 college credits for this course and are expected to take the AP Psychology Exam in May.

Recommended Resources

Coon, Dennis.
Introduction To Psychology Gateways To Mind And Behavior. (2016: 14th edition
Wadsworth)

Supplemental Text: Barron's AP Psychology. (2014. 6th edition Barron's Educational
Services)

Major Youtube Channels Used in This Course:

AsapSCIENCE
Big Think
SciShow
Rededication
Schallhorn AP Psych
Andrew Scott
Michael Britt
TEDtalks

Curriculum aligned with:
apcentral.collegeboard.org/courses/ap-psychology/cour

Curriculum Units

Unit 1: Psychology, Critical Thinking, and Science

Unit 2: Brain and Behavior

Unit 3: Sensation and Perception/States of Consciousness

Unit 4: Conditioning and Learning

Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

Unit 6: Motivation and Emotion

Unit 7: Development

Unit 8: Personality

Unit 9: Psychological Disorder/Therapy

Unit 10: Prosocial and Antisocial Behavior

Unit 11: AP Exam Preparation

Pacing Guide – A.P. Psychology

Unit 1: September

Unit 2: October

Unit 3: November

Unit 4: December

Unit 5: January

Unit 6: February

Unit 7/8: March

Unit 9/10: April

Unit 11: May

Post AP exam: June

Unit 1: Psychology, Critical Thinking, and Science

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>Why is psychology considered a science?</p> <p>How did psychology begin?</p> <p>What are the major perspectives in psychology?</p> <p>What are the strengths and weaknesses of each research method?</p> <p>How are statistics used in psychology?</p>	<p>Students will demonstrate an understanding of: Scope, History, and Methodology (CR I).</p> <p>Historical Schools: Functionalism vs. Structuralism.</p> <p>Students will demonstrate an understanding of Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience.</p> <p>Students will demonstrate an understanding of: Nature of Scientific Inquiry,</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response in AP Style</p>

<p>Sources of bias and error.</p> <p>Research Methods: Introspection, observation, survey, psychological testing, controlled experiments (CR2).</p> <p>Students will demonstrate an understanding of statistics: Central Tendency, variance, significance, correlation ethics in: Research: Human participants, animal subjects (CR16).</p>	
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Key Vocabulary Terms

Unit 1: Psychology, Critical Thinking, and Science

Psychology, scientific method, case study, observation, survey, longitudinal study, meta-analysis, correlation, experiment, introspection, structuralism, functionalism, pseudo psychology, mean, median, mode, standard deviation, normal distribution.

Unit 2: Brain and Behavior

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>What is biopsychology?</p> <p>How is the brain anatomy related to behavior?</p> <p>What is the story of Phineas Gage?</p> <p>How does the nervous system function?</p> <p>How do case studies of brain trauma explain localization?</p>	<p>Students will demonstrate an understanding of: Neuroscience (CR3).</p> <p>Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse.</p> <p>Students will demonstrate an understanding of:</p> <p>Brain: Research methodology, neuroanatomy, brain development, and aging.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response in AP Style</p>

What is plasticity?

Students will demonstrate an understanding of hemispheric specialization.

Students will demonstrate an understanding of:
Nervous System: structural and functional organization.

Students will demonstrate an understanding of Endocrine System: Anatomy, HPA-axis, immune system, genetics and Heritability.

Key Vocabulary Terms

Unit 2: Brain and Behavior

Brain, biopsychology, nervous system, neuron, dendrite, axon, myelin, frontal lobe, parietal lobe, temporal lobe, occipital lobe, neurotransmitter, dopamine, serotonin, acetylcholine, sympathetic nervous system, autonomic nervous system, fight or flight response, EEG, MRI.

Unit 3: Sensation and Perception/States of Consciousness

Essential Questions	Student Learning Objectives	Activities	Assessments
What is consciousness? What happens while	Students will demonstrate an understanding of: Psychophysics: Thresholds (absolute, difference, Weber's	Students will define the vocabulary terms from the unit.	Outlines Quizzes Tests

<p>we are dreaming?</p> <p>How is lucid dreaming beneficial?</p> <p>How do Various drugs impact consciousness?</p> <p>What is the treatment for addiction?</p>	<p>constants), signal detection theory.</p> <p>Students will demonstrate understanding of: Sensory organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive.</p>	<p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Free response in AP Style</p>
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Key Vocabulary Terms

Unit 3: Sensation and Perception/States of Consciousness

Sleep patterns, sleep stages, R.E.M., lucid dreaming, activation synthesis theory, somnambulism, sleep paralysis, nightmare, psychoactive drugs, marijuana, cocaine, dmt, alcohol, alcohol abuse, addiction, hypnosis, stage hypnosis, hidden observe, waking consciousness, altered consciousness.

Unit 4

Conditioning and Learning

Essential Questions	Student Learning Objectives	Activities	Assessments
How do humans learn? What are the similarities and differences between human learning and other animals learning?	Students will demonstrate an understanding of Behaviorism, Historical Background and philosophy of Behaviorism. Students will demonstrate an understanding of: Classical Conditioning; Pavlov, Watson, applications, biological,	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's	Outlines Quizzes Tests Free response in AP Style

<p>How do classical and operant conditioning differ?</p> <p>What schedules of reinforcement work best?</p> <p>How do superstitions develop?</p> <p>How can phobias and addictions be counter conditioned?</p>	<p>critique, cognitivist challenge.</p> <p>Students will demonstrate an understanding of: Operant Conditioning; Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge (CR15).</p> <p>Students will demonstrate an understanding of: The Watson/baby Albert experiment.</p>	<p>questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	
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Key Vocabulary Terms

Unit 4: Conditioning and Learning

Behaviorism, conditioning, operant conditioning, classical conditioning, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response, discrimination, extinction, generalization, spontaneous recovery, fixed ratio, fixed interval, variable ratio, variable interval, desensitization.

Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

Essential Questions	Student Learning Objectives	Activities	Assessments
What is cognition? How does information processing work? How can schemas change with experience? What makes a	Students will demonstrate an understanding of: Consciousness, Memory, and Language (CR5) Students will demonstrate an understanding of Memory; information processing, storage, retrieval accuracy of	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's	Outlines Quizzes Tests Free response in AP Style

<p>person an expert?</p> <p>How do humans acquire language?</p> <p>What is intelligence?</p> <p>How is intelligence measured?</p> <p>What are various forms of intelligence?</p>	<p>memory: Loftus and Schacter.</p> <p>Cognition: Problem solving and heuristics (CR7).</p> <p>Students will demonstrate an understanding of: language; Skinner and Chomsky (CR11 evidence).</p> <p>Students will demonstrate an understanding of episodic memory and recall.</p>	<p>questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>
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Key Vocabulary Terms

Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

Cognition, schema, assimilation, accommodation, genius, information processing, input, output, engram, memory, working memory, short term memory, long term memory, retrieval, recall, recognition, language acquisition device, phonemes, morphemes, IQ test, cultural bias, validity, reliability, mastery.

Unit 6

Motivation and Emotion

Essential Questions	Student Learning Objectives	Activities	Assessments
How are humans motivated? What is the drive reduction theory? How does the Yerkes-Dodson law function?	Students will demonstrate an understanding of: Motivation and Emotions (CR8). Motivation Concepts; instincts, drives, optimal arousal. Students will demonstrate an	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook	Outlines Quizzes Tests Free response in AP Style

<p>How do intrinsic and extrinsic motivation differ?</p> <p>What are primary and secondary emotions?</p> <p>What is love?</p> <p>What are the theories of emotion?</p>	<p>understanding of: Maslow's Hierarchy, hunger and eating disorders, sexuality, and sexual orientation.</p> <p>Students will demonstrate an understanding of: Achievement Motivation; McClelland and the TAT, intrinsic vs. extrinsic motivators.</p> <p>Students will demonstrate an understanding of: Physiology of Emotion; fear, anger happiness.</p> <p>Expression of Emotion: Darwin and Ekman.</p> <p>Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer.</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>
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Unit 6: Motivation and Emotion

Key Vocabulary Terms

Motivation, drive reduction, homeostasis, set point, neuropeptide, leptin, glucagon like peptide, satiation, anorexia, bulimia, obesity, Yerkes-Dodson law, adrenaline, James-Lange theory, Cannon-Bard theory, Schacter cognitive theory, facial feedback hypothesis, triangular theory of love, primary emotions, secondary emotions.

Unit 7: Development

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>How does biological development work?</p> <p>What are the stages of development?</p> <p>What is Freud's theory of psychosexual development?</p> <p>What is Erikson's theory of psychosocial development?</p> <p>What is Piaget's theory of cognitive development?</p> <p>What is Kubler-</p>	<p>Students will demonstrate an understanding of Developmental Psychology (CR9).</p> <p>Students will demonstrate an understanding of Methodology; Longitudinal and cross sectional studies, Nature vs. Nature, Maturation vs. Learning.</p> <p>Students will demonstrate an understanding of Influential Theories: Piaget and Cognitive Development.</p> <p>Students will demonstrate an understanding of:</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response in AP Style</p>

<p>Ross's theory of death and dying?</p> <p>What is ethnocentrism?</p> <p>What is moral relativity?</p>	<p>Kohlberg and Moral Development, Gilligan and gender differentiation (CR6), infancy, childhood adolescence, and adulthood.</p>		
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Unit 7: Development

Key Vocabulary Terms

Developmental psychology, neonate, fetus, babinski reflex, moro reflex, rooting, sucking reflex, imprinting, attachment theory, oxytocin, egocentrism, object permanence, conservation, formal operations, oral stage, anal stage, phallic stage, oedipus complex, latency stage, genital stage, ethnocentrism, denial, anger, depression, bargaining, acceptance.

Unit 8: Personality

Essential Questions	Student Learning Objectives	Activities	Assessments
How is personality categorized? What are the major theories of personality? What are the Freudian structures of personality?	The students will demonstrate an understanding of Personality (CR10). Psychodynamic Perspective: Freud, Jung, Adler. The students will demonstrate an understanding of Trait	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook	Outlines Quizzes Tests Free response in AP Style

<p>What is trait theory of personality?</p> <p>How do parents influence a child's personality?</p> <p>How are various personality tests similar or different?</p>	<p>Perspective: Allport, factor analysis and the "Five Factor" model, assessment (Myers-Briggs, MMPI-II)</p> <p>The students will demonstrate and understanding of Humanistic Perspective: Maslow and Rogers.</p> <p>Social-Cognitive Perspective: Bandura and Seligman.</p> <p>The students will demonstrate an understanding of Stress and Health; Stress as a concept: Selye, stress and health adjustment.</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	
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Unit 8: Personality

Key Vocabulary Terms

Personality, trait theory, cardinal trait, central trait, id, ego, superego, unconscious, personal unconscious, collective unconscious, subconscious, persona, shadow, archetype, defense mechanism, rationalization, reaction formation, regression, denial suppression, displacement, projection

Unit 9: Psychological Disorder and Therapy

Essential Questions	Student Learning Objectives	Activities	Assessments
How can normal and abnormal be defined? What is schizophrenia?	The students will demonstrate a knowledge of Abnormal Psychology (CR 12, CR 13).	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook	Outlines Quizzes Tests Free response in AP Style

<p>What causes schizophrenia?</p> <p>How do delusions and hallucinations interact?</p> <p>What are the treatments for schizophrenia?</p> <p>What are the causes to make someone a sociopath or psychopath?</p>	<p>Approaches to abnormality: The Rosehan study, historical approaches (deviance), the medical model, the biopsychosocial model.</p> <p>Classifying disorders: Evolution of the DSM-IV-TR.</p> <p>Major categories of disorders: anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders.</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	
<p>Why do serial killers kill?</p> <p>What is the relationship between depression and anxiety?</p> <p>What are the warning signs of suicide?</p>	<p>Students will demonstrate an understanding Major Approaches to Psychotherapy: psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological.</p> <p>Does therapy work?</p>		

<p>How do the various forms of therapy compare?</p>	<p>Eysenck, outcome studies, and the Consumer Reports study.</p> <p>CR 8: Evidence of curricular requirement; the course provides instruction in motivation and emotion.</p> <p>CR 10: Evidence of curricular requirement: The course provides instruction in personality.</p> <p>CR12: Evidence of curricular requirement: The course provides instruction in abnormal psychology.</p> <p>CR 13: Evidence of curricular requirement: The Course provides instruction in treatment of psychological disorders.</p>	
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Unit 9: Psychological disorder and therapy

Key Vocabulary Terms

Abnormal behavior, deviant, stress diathesis, schizophrenia, hallucination, delusion, paranoid, somatic, psychosomatic, catatonic, depression, anxiety, post-traumatic stress, obsession, compulsion, somatoform, hypochondriasis, conversion disorder, body dysmorphism, paraphilia, pedophilia, sadism, masochism, fetish, personality disorder, bipolar, depression, borderline, narcissism, therapy, group therapy, psychoanalysis, client centered therapy, psychopath, sociopath

Unit 10: Social Psychology

Essential Questions	Student Learning Objectives	Activities	Assessments
<p>What is social psychology?</p> <p>What are social roles and how do they determine behavior?</p> <p>How do cultural norms vary between areas and societies?</p> <p>What did the Stanford Prison Experiment reveal about the power of situational roles?</p> <p>What are some examples of teenage conformity?</p>	<p>The students will demonstrate an understanding of Social Psychology (CR 14). Attitudes and Behavior; the students will demonstrate an understanding of: Fundamental attribution error, roles, Festinger and cognitive dissonance.</p> <p>The students will demonstrate an understanding of Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink.</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>	<p>Outlines</p> <p>Quizzes</p> <p>Tests</p> <p>Free response in AP Style</p>

<p>What are the benefits and dangers of obedience?</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials, supplemental videos, presentation of project.</p> <p>The students will demonstrate an understanding of prejudice and scapegoating.</p> <p>Altruism: Darley and Latane'.</p>		
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Unit 10: Social psychology

Key Vocabulary Terms

Social psychology, social norm, cultural norm, social role, Stanford prison experiment, deindividuation, authority, compliance, conformity, Asch experiment, bystander effect, apathy, empathy, cognitive dissonance, locus of control, social loafing, social facilitation, group think, group polarization, multiple approach-avoidance conflict

Unit 11

AP exam review

Once students have completed the curriculum extra time will be left to review for the AP exam. Review for the exam includes but is not limited to practice tests published by the college board, course review packets, and in depth class review of difficult topics. Students also must complete a written submission of all of the free response questions published in the last decade.

Resource Links

College Board

www.collegeboard.org

Youtube

www.youtube.com

Google classroom

www.classroom.google

. Kahoot

. www.kahoot.com