



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# AP Psychology

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# AP Psychology

## **Course Description:**

The study of psychology will take students through a history of those who have pioneered the science in the past and those who continue to advance psychology today. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The range of study will include the basic developmental processes of a child into adulthood, the learning process and cognition, and personality development. Abnormal behavior and the treatment of these behaviors will also be studied. Finally, psychological testing, categorization, and identification of psychological disorders will be examined as well.

## ***Suggested Course Sequence:***

UNIT 1 Psychology's History and Approaches

UNIT 2 Research Methods: Thinking Critically With Psychological Science

UNIT 3 Biological Bases of Behavior

Part A: Neural Processing and the Endocrine System

Part B: The Brain

Part C: Genetics, Evolutionary Psychology, and Behavior

UNIT 4 Sensation and Perception

UNIT 5 States of Consciousness

UNIT 6 Learning

UNIT 7 Cognition

Part A: Memory

Part B: Thinking, Problem Solving, Creativity, and Language

UNIT 8 Motivation and Emotion

Part A: Motivation

Part B: Emotions, Stress, and Health

UNIT 9 Developmental Psychology

UNIT 10 Personality

UNIT 11 Testing and Individual Differences

UNIT 12 Abnormal Psychology

UNIT 13 Treatment of Psychological Disorders

UNIT 14 Social Psychology

# AP Psychology

## Syllabus

<b>Course Title</b>	AP Psychology
<b>Course Goal</b>	Though rigorous study, classroom lecture, and class projects students taking this psychology course will have a thorough understanding of the science of psychology through the many theories and practices and the a basic knowledge of the pioneers who have shaped the field.
<b>Textbook and Supplementary Text</b>	Myers, David G. Psychology For AP*, 1 <sup>st</sup> ed. New York: Worth, 2011. (Includes a study guide.) Hock, Roger R. Forty Studies that Changed Psychology: Explorations into the History of Psychological Research, 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2002. Additional readings may be required at the teachers discretion.
<b>Recommended Supplies</b>	Three-ring binder (There will be many handouts) Binder Dividers (at least 5 dividers for each section) A marble notebook (for writing terms as we learn them)
<b>Special Notes</b>	The AP® examination will be in May (date to be announced) <b>We do not have the entire school year to prepare for the exam!</b>

### Grading

Description	% of Grade
<b>Tests and Projects</b>	<b>55%</b>
<b>Quizzes</b>	<b>25%</b>
<b>Homework</b>	<b>10%</b>
<b>Classwork</b>	<b>10%</b>

### Traditional Assessments

Tests: Unit Tests will be administered at the completion of each unit. Tests will consist of AP College Board style questions, with 50 multiple choice Questions and one AP College Board style essay. Tests will be graded out of 100 points. All tests will be cumulative.

Quizzes: Quizzes will be given at random at the teacher's discretion. Quizzes will be graded out of 100 points.

Homework/Classwork: Homework/Classwork will take place at the teacher's discretion and will consist of reading supplemental materials and or the class textbook. Homework/Classwork will require the student to assess topics that are crucial to the unit and will also assess their critical thinking skills. Homework/Classwork will be graded out of 100 points.

## **Alternative Assessments**

**Projects:** There will be one project for each marking period (4 total). Two of these projects will be completely individually and two projects be completed in groups. The project topics will vary according to topics discussed in class.

### **Project 1**

Each student will design a survey that they will administer to the class. The student will then study and examine the results. Based on the outcome of the survey, the student will develop a conclusion. The student will present his overall purpose, findings and analysis of the survey to the class.

### **Project 2**

Each student will attempt to apply the knowledge they have attained of Operant Conditioning using a hypothetical situation. Students will develop an Operant Conditioning program to alter the behavior of a human participant. This application of the conditioning will reinforce lessons from the unit. Students will present their findings to the class.

### **Project 3**

Students will work in small groups to research a major category of psychological disorders and additionally three subgroup disorders. Students will then present their research to the class incorporating technology in a 15-20 minute presentation. Additionally, the group will have to submit a journal article concerning their disorders. Students will develop a working knowledge of all the major and minor psychological disorders by submitting a one-page journal entry on each of the disorder presented by the other groups.

### **Project 4**

Students working in small groups will design a hypothesis they will attempt to prove using naturalistic observation. They may use any topic or methods learned throughout course to prove or disprove their hypothesis. The group will present a 30-minute discussion on the topic. The group must incorporate technology, recent journal articles on the subject and any other additional supplemental materials.

Individually, students will submit a one-page journal entry of their research and submit it to the instructor.

## **Course Scope and Sequence**

- AP® Psychology Course will include will meet Monday though Friday for 48 minutes during our scheduled time for the entire school year. The AP® exam is May (exact date will be given to you) which means the course for the most part shorter than the school year itself. Days missed due to absences cannot be made up for we continually cover new content everyday. You are responsible for any missing work and or any topics you missed during your absence.

## **Course Outline**

### **Unit 1: Origins of Psychology**

- History of Psychology: Origins and Historical Progressions
- Functionalism vs. Structuralism
- Modern Approaches to Psychology
- Sub-Fields of Psychology
- Nature versus Nurture Debate

### **Unit 2: Research and Experimentation**

- Purpose for Psychological Research:
- Research Methods: case study, surveys, observation
- Statistical Reasoning: data and causal relationships
- Ethics in Research:
- Intelligence Testing: type of test, standards and norms
- Standardize Tests: reliability and validity

### **Unit 3: Biological Bases of Behavior**

- Neural Communication: Neurons, Influence
- The Nervous System: peripheral and central nervous system
- Endocrine System: nature and functions
- The Brain: left and right hemispheres, functions
- Behavior Genetics: genes, heritability
- Sensation and Perception: thresholds, senses, interpretations
- States of Consciousness: stages of sleep, dreams, disorders

### **Unit 4: Learning and Cognition**

- Classical Conditioning: Pavlov, Watson, application and critique
- Operant Conditioning: Thorndike, Skinner, Bandura, applications and critique
- Memory: Encoding, Storage, Forgetting, Memory Construction
- Language: Structure, Development, Influence of Thinking
- Intelligence: Origins, Dynamics, Problem Solving, Creativity and Testing
- Motivation: Theories, Biological Bases, Motives
- Personality: Emotions and Stress

### **Unit 5: Development Psychology**

- Prenatal Development and the Newborn
- Infancy and Childhood
- Adolescence
- Adulthood
- Developmental Theories

### **Unit 6: Psychological Disorders**

- Defining Psychological Disorders: historical approaches
- Introduction to the DWM-IV: classification and labeling
- Anxiety Disorders
- Mood Disorders
- Schizophrenia
- Personality Disorders
- Dissociative Disorders

### **Unit 7: Treatment of Psychological Disorders**

- Psychological Therapies: psychoanalysis
- Behavioral Therapies -Cognitive Therapies
- Biomedical Therapies
- Modes of Therapies: Individual and group therapies
- Other Measures: (Community and Preventative Approaches)

### **Unit 8: Social Psychology**

- Social Thinking
- Social Influence: conformity and group influence
- Social Relations: prejudice, conflict
- Social Deviance: aggression, anti-social behavior
- Altruistic behavior