

## Advanced Placement Psychology 2024-25 Syllabus

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Google Classroom Code  **5nm6xqj**

**Students will know the major concepts, perspectives, historical trends, empirical findings, and research methods and ethics relevant to the field of Psychology:**

- Be able to describe the major concepts, language, and major theories of the disciplines relevant to psychology.
- Be able to critically evaluate and analyze theoretical perspectives, historical trends, and empirical findings that address psychology.
- Be able to describe and apply ethical principles pertaining to all aspects of the disciplines relevant to psychology.

### Course Objectives:

**Student will:**

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Interpret and apply data from original documents
- Prepare for and successfully pass the AP Exam

### Course Readings and Text

- *Myers' Psychology for AP Second Edition*
- *AMSCO- Advanced Placement Psychology*

## Advanced Placement Psychology Exam

May 2024 2 hours

Section	Time Allotted	Percentage	Summary
100 Multiple Choice	1 hour and 10 minutes	66.7%	<ul style="list-style-type: none"><li>• Define and explain content from a range of course topics</li><li>• Apply skills of concept application, data analysis, and scientific investigation</li></ul>
2 Free Response	50 minutes	33.3%	<ul style="list-style-type: none"><li>• Explain behavior and apply theories using concepts from different theoretical frameworks or subdomains in the field</li><li>• Analyze psychological research studies, including analyzing and interpreting quantitative data</li></ul>

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**Unit 1: Scientific Foundations of Psychology 10-14% of AP Exam**

**Myers Psychology Modules 1-8 AMSCO Chapters 1-3**

- A. Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- B. Identify the research contributions of major historical figures in psychology.
- C. Describe and compare different theoretical approaches in explaining behavior
- D. Recognize the strengths and limitations of applying theories to explain behavior
- E. Distinguish the different domains of psychology.
- F. Differentiate types of research with regard to purpose, strengths, and weaknesses.
- G. Identify independent, dependent, confounding, and control variables in experimental designs.
- H. Describe how research design drives the reasonable conclusions that can be drawn
- I. Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- J. Predict the validity of behavioral explanations based on the quality of research design.
- K. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
- L. Distinguish the purposes of descriptive statistics and inferential statistics.
- M. Identify how ethical issues inform and constrain research practices.
- N. Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.

**Topics:**

- 1.1 Introducing Psychology
- 1.2 Research Methods in Psychology
- 1.3 Defining Psychological Science: The Experimental Method
- 1.4 Selecting a Research Method
- 1.5 Statistical Analysis in Psychology
- 1.6 Ethical Guidelines in Psychology

**Unit 2: Biological Bases of Behavior 8-10% of AP Exam**

**Myers Psychology Modules 9-15, 22-25 AMSCO Chapters 4, 5, 8**

- A. Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- B. Identify key research contributions of scientists in the area of heredity and environment.
- C. Predict how traits and behavior can be selected for their adaptive value.
- D. Discuss the effect of the endocrine system on behavior.
- E. Describe the nervous system and its subdivisions and functions.
- F. Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.
- G. Identify basic process of transmission of a signal between neurons.
- H. Discuss the influence of drugs on neurotransmitters.
- I. Describe the nervous system and its subdivisions and functions in the brain.
- J. Identify the contributions of key researchers to the study of the brain.
- K. Recount historic and contemporary research strategies and technologies that support research.
- L. Identify the contributions of key researchers to the development of tools for examining the brain.
- M. Discuss the role of neuroplasticity in traumatic brain injury.
- N. Identify the contributions of key researchers to the study of neuroplasticity.
- O. Describe various states of consciousness and their impact on behavior.
- P. Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- Q. Discuss drug dependence, addiction, tolerance, and withdrawal.
- R. Identify the contributions of major figures in consciousness research.
- S. Discuss aspects of sleep and dreaming.

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### Topics:

- 2.1 Interaction of Heredity and Environment
- 2.2 The Endocrine System
- 2.3 Overview of the Nervous System and the Neuron
- 2.4 Neural Firing
- 2.5 Influence of Drugs on Neural Firing
- 2.6 The Brain
- 2.7 Tools for Examining Brain Structure and Function
- 2.8 The Adaptable Brain
- 2.9 Sleep and Dreaming

### Unit 3: Sensation and Perception 6-8% of AP Exam

#### Myers Psychology Modules 16-21 AMSCO Chapters 6-7

- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Identify the research contributions of major historical figures in sensation and perception.
- Discuss how experience and culture can influence perceptual processes.
- Discuss the role of attention in behavior.
- Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory conditions.
- Explain the role of top-down processing in producing vulnerability to illusion.
- Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.

### Topics:

- 3.1 Principles of Sensation
- 3.2 Principles of Perception
- 3.3 Visual Anatomy
- 3.4 Visual Perception
- 3.5 Auditory Sensation and Perception
- 3.6 Chemical Senses
- 3.7 Body Senses

### Unit 4: Learning 7-9% of AP Exam

#### Myers Psychology Modules 26-30 AMSCO Chapters 9-10

- Identify the contributions of key researchers in the psychology of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Provide examples of how biological constraints create learning predispositions.
- Describe basic classical conditioning phenomena.
- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- Predict the effects of operant conditioning.

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- I. Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- J. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

### Topics:

- 4.1 Introduction to Learning
- 4.2 Classical Conditioning
- 4.3 Operant Conditioning
- 4.4 Social and Cognitive Factors in Learning

## Unit 5: Cognitive Psychology 13-17% of AP Exam

### Myers Psychology Modules 31-36, 60-64 AMSCO Chapters 11-12

- A. Compare and contrast various cognitive processes.
- B. Describe and differentiate psychological and physiological systems of memory.
- C. Identify the contributions of key researchers in cognitive psychology.
- D. Outline the principles that underlie construction and encoding of memories.
- E. Outline the principles that underlie effective storage of memories.
- F. Describe strategies for retrieving memories.
- G. Describe strategies for memory improvement and typical memory errors.
- H. Describe and differentiate psychological and physiological systems of short- and long-term memory.
- I. Identify problem-solving strategies as well as factors that influence their effectiveness.
- J. List the characteristics of creative thought and creative thinkers.
- K. Identify problem-solving strategies as well as factors that create bias and errors in thinking.
- L. Define intelligence and list characteristics of how psychologists measure intelligence.
- M. Discuss how culture influences the definition of intelligence.
- N. Compare and contrast historic and contemporary theories of intelligence.
- O. Identify the contributions of key researchers in intelligence research and testing.
- P. Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- Q. Interpret the meaning of scores in terms of the normal curve.
- R. Describe relevant labels related to intelligence testing.
- S. Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- T. Debate the appropriate testing practices, particularly in relation to culture-fair test uses.

### Topics:

- 5.1 Introduction to Memory
- 5.2 Encoding
- 5.3 Storing
- 5.4 Retrieving
- 5.5 Forgetting and Memory Distortion
- 5.6 Biological Bases of Memory
- 5.7 Introduction to Thinking and Problem Solving
- 5.8 Biases and Errors in Thinking
- 5.9 Introduction to Intelligence
- 5.10 Psychometric Principles and Intelligence Testing
- 5.11 Components of Language and Language Acquisition

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**Unit 6: Developmental Psychology 7-9% of AP Exam**

**Myers Psychology Modules 45-54 AMSCO Chapters 15-16**

- A. Explain the process of conception and gestation, including factors that influence successful pre-natal development.
- B. Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
- C. Discuss maturation of motor skills.
- D. Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- E. Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
- F. Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior
- G. Explain how parenting styles influence development.
- H. Explain the maturation of cognitive abilities (Piaget's stages, Information process).
- I. Identify the contributions of major researchers in the area of cognitive development in childhood.
- J. Discuss maturational challenges in adolescence, including related family conflicts.
- K. Characterize the development of decisions related to intimacy as people mature.
- L. Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function
- M. Identify the contributions of key researchers in the area of adulthood and aging.
- N. Identify the contributions of major researchers in the area of moral development.
- O. Compare and contrast models of moral development.
- P. Describe how sex and gender influence socialization and other aspects of development.

**Topics:**

- 6.1 The Lifespan and Physical Development in Childhood
- 6.2 Social Development in Childhood
- 6.3 Cognitive Development in Childhood
- 6.4 Adolescent Development
- 6.5 Adulthood and Aging
- 6.6 Moral Development
- 6.7 Gender and Sexual Orientation

**Unit 7: Motivation, Emotion, and Personality 11-15% of AP Exam**

**Myers Psychology Modules 37-44, 55-59 AMSCO Chapters 13, 14, 17, 18**

- A. Identify and apply basic motivational concepts to understand the behavior of humans and other animals.
- B. Compare and contrast motivational theories, including the strengths and weaknesses of each.
- C. Describe classic research findings in specific motivations.
- D. Identify contributions of key researchers in the psychological field of motivation and emotion.
- E. Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- F. Compare and contrast major theories of emotion.
- G. Describe how cultural influences shape emotional expression, including variations in body language.
- H. Discuss theories of stress and the effects of stress on psychological and physical well-being.
- I. Describe and compare research methods that psychologists use to investigate personality.
- J. Identify the contributions of major researchers in personality theory.
- K. Compare and contrast the psychoanalytic theories of personality with other theories of personality.
- L. Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
- M. Compare and contrast humanistic theories of personality with other theories of personality.
- N. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.
- O. Compare and contrast trait theories of personality with other theories of personality.
- P. Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments.

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### Topics:

- 7.1 Theories of Motivation
- 7.2 Specific Topics in Motivation
- 7.3 Theories of Emotion
- 7.4 Stress and Coping
- 7.5 Introduction to Personality
- 7.6 Psychoanalytic Theories of Personality
- 7.7 Behaviorism and Social Cognitive Theories of Personality
- 7.8 Humanistic Theories of Personality
- 7.9 Trait Theories of Personality
- 7.10 Measuring Personality

### Unit 8: Clinical Psychology 12-16% of AP Exam

#### Myers Psychology Modules 65-73 AMSCO Chapters 20-23

- Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Discuss the intersection between psychology and the legal system.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
- Identify the positive and negative consequences of diagnostic labels.
- Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.
- Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
- Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor related disorders and their corresponding symptoms.
- Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
- Describe the central characteristics of psychotherapeutic intervention.
- Identify the contributions of major figures in psychological treatment.
- Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
- Compare and contrast different treatment methods

### Topics:

- 8.1 Introduction to Psychological Disorders
- 8.2 Psychological Perspectives and Etiology of Disorders
- 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders
- 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
- 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
- 8.6 Feeding, Eating, Substance and Addictive, and Personality Disorders
- 8.7 Introduction to Treatment of Psychological Disorders
- 8.8 Psychological Perspectives and Treatment of Disorders
- 8.9 Treatment of Disorders from the Biological Perspective
- 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

### Unit 9: Social Psychology 8-10% of AP Exam

**Myers Psychology Modules 74-80 AMSCO Chapters 21-25**

- A. Apply attribution theory to explain motives.
- B. Articulate the impact of social and cultural categories on self-concept and relations with others.
- C. Anticipate the impact of self-fulfilling prophecy on behavior.
- D. Identify important figures and research in the areas of attitude formation and change.
- E. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- F. Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
- G. Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- H. Describe the structure and function of different kinds of group behavior.
- I. Predict the impact of the presence of others on individual behavior.
- J. Describe processes that contribute to differential treatment of group members.
- K. Describe the variables that contribute to altruism and aggression.
- L. Describe the variables that contribute to attraction.

**Topics:**

- 9.1 Attribution Theory and Person Perception
- 9.2 Attitude Formation and Attitude Change
- 9.3 Conformity, Compliance, and Obedience
- 9.4 Group Influences on Behavior and Mental Processes
- 9.5 Bias, Prejudice, and Discrimination
- 9.6 Altruism and Aggression
- 9.7 Interpersonal Attraction

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**AP Psychology Commitment**

I understand that I am expected to come to class every day prepared and with an attitude to learn. I understand that I am responsible for learning a large amount of information this school year. I understand that our time in class is short and extremely valuable, and disruptions of any kind will not be tolerated.

I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.

I understand that I will have to work on a regular basis and that I am expected to complete all work to the best of my ability.

I understand that to do the best, I possibly can, I should review my course readings on a regular basis; I understand that "cramming" for a test may result in a low grade on that test or the course in general.

I understand that the teacher will be available to help me before or after school by appointment and if my grade falls below a 70, I must seek out my teacher for help.

I will read all texts that are assigned, and I will take notes and/or complete assignments on those texts.

I understand that I should try to keep my absences to a minimum (including, if possible, school function absences) since no amount of make-up work can substitute for quality teaching.

I understand that if I am aware of an upcoming absence, I am to collect the work I will miss ahead of my absence, and have it completed by the day I come back to class.

I understand that if I have an assignment that is due on the day of a planned absence, I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.

I understand that I have 5 school days after an absence to make up a test or assignment and failing to make up tests/assignments within the 5 days will result in a zero for the assignment.

I understand that all assignments are due on the date given and late work will be accepted at a penalty of 10% for each day late. After

I understand that a major objective of this course is to make me knowledgeable about US History and prepare me for college and earn a qualifying score on the AP exam in May of 2025.

I understand that I will be held to high standards, including but not limited to academic honesty.

Student Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

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**Guidelines and Supplies**

<u>Class Guidelines</u>	<u>Discipline</u>
<ol style="list-style-type: none"> <li>1. Treat EVERYONE with respect.</li> <li>2. Listen carefully to directions</li> <li>3. Be in class when the tardy bell rings.</li> <li>4. Bring ALL books and materials to class every day!</li> <li>5. Follow all policies and procedures outlined in the HHS &amp; Hartselle City Schools handbooks</li> </ol>	Failure to follow classroom guidelines will result in: <ol style="list-style-type: none"> <li>1. Teacher/Student Conference</li> <li>2. Call parent</li> <li>3. Parent conference</li> <li>4. Office referral</li> </ol>

**Severity Clause:**

Students exhibiting any form of severe behavior that endangers students, violates the law, or seriously prevents the teacher from teaching or other students from learning, will be referred to administration. The teacher reserves the right to remove a student without prior consequences depending on the severity of the situation.

**Academic Dishonesty/Plagiarism:**

1<sup>st</sup> Instance: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic parent-teacher conference.

Any additional instances: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic office referral and parent-teacher conference.

<u>Grading</u>	<u>Grading Scale</u>
60%: Tests, Essays, and Projects 40%: Quizzes, Notes, In-class assignments & Participation	90-100: A 80-89: B 70-79: C 60-69: D 59-below: F

**Technology:**

Technology will be used for most in-class assignments. Devices used for anything not related to class (all social media, texting, etc.) are subject to confiscation & disciplinary action.

**Make-up Policy/Late Work:**

Quizzes can be made up before school within 5 days of the quiz date at 7:45. To make up an exam, you must make an appointment with me to stay after school to take the test within 5 days of the exam. If you fail to make up the test within the time parameters, you forfeit the right to make it up. Late work will be accepted at a penalty of 10 % per day. Tutoring will be available after school on Tuesdays & Thursdays from 3:15-4:00. Any student with an average of below 70 will be required to come to tutoring.

**Items for class:** \*\*\*Suggested but NOT required: AN AP Prep book

- Chromebook
- Pen (Black or Blue ink ONLY!)
- Binder with Dividers & Loose-leaf paper
- Highlighters
- Post its
- Colored pencils

**Please bring two of the following supplies:** Copy Paper and 1 of the following: Clorox Wipes, Hand sanitizer, Paper Towels, or Kleenex

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