Course: Psychology CCP

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The purpose of Psychology CCP is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. A variety of activities, demonstrations including audiovisual pieces, and projects will be provided to meet this goal of instructing scientific and empirical approaches.

Course Objectives

1. Students will prepare to do acceptable work on the AP Psychology Exam
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use them in their everyday vocabulary.
3. Students will learn the basic skills of psychological research and be able to apply psychological concepts to their own lives.
4. Students will develop critical thinking skills

Text

* Zimbardo, Philip G., Anne L. Weber, Robert L. Johnson, and Craig W. Gruber. *Psychology: AP Edition with Discovering Psychology*. Boston: Allyn & Bacon, 2010.

Teacher Resources

* Hock, Roger R. *Forty Studies that Changed Psychology,* 7th ed. Upper Saddle River, NJ: Pearson, 2012.
* Released AP Exams in Psychology; other support materials.

Course Expectations

This course will be taught using an eight-period schedule Monday-Friday. Ample notice will be given for any assignment, quiz, or exam (pop-quizzes can and will be used). The amount of work depends on the unit being covered in class. There are assigned pages to read in the textbook every night.

Vocabulary terms are also given for each unit. Follow the given vocabulary analysis handout.

Other assignments given to students are class presentations, group projects, and papers. These assignments vary with the unit being covered. Students will also complete a Midterm Exam covering Units 1-8, the Midterm Exam will consist of 50 multiple choice questions as well as 2 written responses. As required by the School Board, students will also take a comprehensive Final Exam.

Recommended Supplies

-Three-Ring Binder with Dividers, Paper, Writing Utensils.

-School Provided Chromebook: Students will be expected to bring your charged Chromebook to class each day they will be used for supplemental readings, the creation of projects, and for the writing and submission of specified assignments.

Grading Policy

The course uses the School Board approved A-F grade scale (see student handbook). As approved by the School Board grades will be weighted on a five-point scale.

CCP: This course is also dual-enrolled through Hocking College, you can receive transferable credit to other Ohio colleges by earning a C or better average throughout the course, it is up to the student to contact Hocking College in order to transfer the earned credit. It is up to the university you attend to decide what the credit will count as.

Course Outline

Unit 1: History and Approaches of Psychology (Chapter 1)

Objectives

* Trace the historical and philosophical development of psychology as a science.
* Describe how the different perspectives explore and explain human behavior.
* Identify famous psychologists and describe their contributions to the discipline.
* Explore different career options for people who earn degrees in psychology.

Unit 2: Research Methodology (Chapter 2)

Objectives

* Identify and discuss the advantage of research over other ways of knowing.
* Identify and discuss the advantages and disadvantages of case study research.
* Identify and discuss the advantages and disadvantages of naturalistic observations.
* Identify and discuss the advantages and disadvantages of survey research.
* Evaluate why correlational research does not yield causal conclusions.
* Identify the elements of an experiment in given examples.
* Apply elements of an experiment to different situations. Create an ethical research experiment.
* Evaluate the importance of ethics in research.
* Evaluate the importance of statistics in research.

Unit 3: Biopsychology and the Foundations of Neuroscience (Chapter 3)

Objectives

* Explain the process of neural communication.
* Explain how neurotransmitters work.
* Delineate the different steps of the neural chain.
* Analyze the difference between the neural and hormonal systems.
* Identify the parts of the brain and the functions of each.
* Describe the different types of brain scans.
* Determine the role of genetics in influencing human behavior.

Unit 4: Sensation and Perception (Chapter 4)

Objectives

* Determine the significance of signal detection theory in modern psychology.
* Identify the major components of the visual system and the function of each.
* Identify the major components of the auditory system and the function of each.
* Identify the four basic tastes.
* Discuss the differences among the senses of taste, smell, and flavor.
* Identify the two body senses and contrast one with the other.
* Identify the views of Gestalt psychologists related to perceptual phenomena.
* Understand how depth perception influences behavior.
* Appreciate the effect of constancy and context on daily life.
* Analyze the effect of perceptual set on everyday sensory experience.

Unit 5: States of Consciousness (Chapter 5)

Objectives

* Define consciousness.
* Describe the different stages of sleep.
* Analyze the different theories of dreaming.
* Determine the common sleep disorders and their consequences.
* Differentiate between the different theories of hypnosis. Analyze why psychologists are suspicious of hypnotically enhanced memories.
* Describe psychoactive drugs and their effects.
* Differentiate among the different types of psychoactive drugs and their effects.
* Analyze the consequences of addiction, tolerance, and withdrawal.

Unit 6: Learning (Chapter 6)

Objectives

* Describe the elements of classical conditioning.
* Apply classical conditioning to different situations.
* Describe the elements of operant conditioning.
* Differentiate among the various forms of reinforcement and punishment.
* Apply elements of operant conditioning to different situations.
* Describe observational learning.
* Describe how biology influences learning.
* Describe how cognition influences learning.

Unit 7: Cognition (Chapter 7)

Objectives

* Analyze how humans encode, store, and retrieve information in memory.
* Apply memory enhancement techniques to everyday life.
* Describe the characteristics of language and evaluate the importance of language.
* Define a concept, explaining why it is useful to problem solving.
* Differentiate between algorithms heuristics.
* Analyze how fixation, confirmation bias, heuristics, overconfidence, framing, and belief perseverance influence the ability to solve problems.

Unit 8: Emotion and Motivation (Chapter 8)

Objectives

* Discuss the similarities of instinct and drive theories.
* Discuss the difference between drive theory and homeostasis.
* Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.
* Determine how psychologists measure achievement motivation.
* Identify ways we can motivate others to give their best efforts.
* Analyze how the body regulates weight so effectively.
* Differentiate between historical and modern cognitive theories of emotion.
* Identify the physiological changes that occur when people experience different emotions.
* Determine the criteria for assessing gender differences in emotional expression.

Unit 9: Psychological Development (Chapter 9)

Objectives

* Describe the physical development of infants and children from conception to puberty.
* Analyze the cognitive development of infants and children.
* Evaluate the importance of social development in infants and children.
* Define adolescence and evaluate how adolescence has changed over the last century.
* Summarize the physical changes that occur during adolescence.
* Analyze how the reasoning ability of adolescents differs from that of children.
* Describe and analyze Kohlberg’s theory of moral reasoning.
* Describe how nature and nurture affect behavior.
* Describe how development psychologists research development over the life span.
* Analyze how sex roles influence individual and social behavior throughout the life span.

Unit 10: Personality (Chapter 10)

Objectives

* Explain how the different perspectives (psychodynamic, humanistic, trait, and social-cultural) approach the study of personality.
* Evaluate the advantages and drawbacks of each theory of personality.
* Determine how psychologists assess personality according to the various perspectives.

Unit 11: Testing and Individual Differences (Chapter 11)

Objectives

* Compare and contrast Gardner’s and Sternberg’s theories of intelligence.
* Evaluate Alfred Binet’s contribution to intelligence testing.
* Evaluate Lewis Terman’s role in the development of intelligence testing.
* Describe David Weschler’s contribution to intelligence testing.
* Explain how group tests of intelligence differ from individual tests.
* Differentiate between an aptitude test and an achievement test.
* Explain the difference between reliability and validity.
* Analyze the reasons for the differences in test scores among people of different genders, races, and ethnic groups.

Unit 12: Psychological Disorders/Treatment of Psychological Disorders (Chapters 12-13)

Objectives

* Identify the criteria psychologists use to diagnose psychological disorders.
* Differentiate among the different perspectives psychologists take to understand psychological disorders.
* Describe the characteristics of mood disorders.
* Describe the characteristics of anxiety disorders.
* Describe the characteristics of somatoform disorders.
* Describe the characteristics of dissociative disorders.
* Describe the characteristics of schizophrenia.
* Describe the characteristics of personality disorders.
* Describe the characteristics of brain-based disorders.
* Describe the different treatment options for the various types of psychological disorders.

Unit 13: Social Psychology (Chapter 14)

Objectives

* Differentiate between situational and dispositional attribution.
* Identify the conditions in which people are more likely to conform and obey.
* Determine how the presence of others influences actions.
* Evaluate why people are attracted to each other.
* Describe the conditions under which people are more likely to help others.
* Differentiate among the terms prejudice, stereotype, and discrimination.
* Determine the biological and social contributors to aggressive behavior.
* Define culture and how it develops.