

Pequannock Township School District

Curriculum Syllabus

AP Psychology - Grades 11-12

Course Description:

College Board's Advanced Placement Program offers a course and exam in Psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in Psychology. This course is designed 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. They also learn about the ethics and methods psychologists use in their science and practice. All activities within this course follow the recommendations of the College Board. The rigor of this course is equivalent to a semester-long collegiate course. Students who take this course will be required to participate in small group/class discussions, submit reflective essays and practice free-response questions, give oral presentations, and engage in outside readings.

Course Goals:

1. Students will study the major core concepts and theories of psychology.
2. 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 assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.
5. Students will further develop their critical thinking skills.
6. Students will prepare to pass the AP Psychology Exam.

Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

2014 NJ Student Learning Standards Social Studies

6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

- 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

2014 NJ Student Learning Standards Social Studies Skills Table:

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

Distinguish valid arguments from false arguments when interpreting current and historical events.

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the data, context, and corroborative value of the sources to guide the selection.

Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

2014 NJ Student Learning Standards Social Studies

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

2014 NJ Student Learning Standards Social Studies Skills Table:

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

Distinguish valid arguments from false arguments when interpreting current and historical events.

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the data, context, and corroborative value of the sources to guide the selection.

Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Scope and Sequence

Unit Plan 1: Psychology's History and Approaches	1-2 Weeks
Unit Plan 2: Research Methods: Thinking Critically with Psychological Science	1-2 Weeks
Unit Plan 3: Biological Bases of Behavior	2-3 Weeks
Unit Plan 4: Sensation and Perception	2-3 Weeks
Unit Plan 5: States of Consciousness	1-2 Weeks
Unit Plan 6: Learning	Approx. 2 Weeks
Unit Plan 7: Cognition	Approx. 2 Weeks
Unit Plan 8: Motivation, Emotion, and Stress	Approx. 2 Weeks
Unit Plan 9: Developmental Psychology	2-3 Weeks

Unit Plan 10: Personality	Approx. 2 Weeks
Unit Plan 11: Testing and Individual Differences	2-3 Weeks
Unit Plan 12: Abnormal Behavior	2-3 Weeks
Unit Plan 13: Treatment of Abnormal Behavior	Approx. 2 Weeks

Assessments

Evaluation of student achievement in this course will be based on the following:

Students will be given multiple assessments that are aligned to the AP College Board expectations and the exam format.

Curriculum Resources

<http://careersinpsychology.org/>

Myers' Psychology for AP online textbook

Barron's AP Psychology

The Psychology Book (Big Ideas Simply Explained)

<http://www.apa.org/>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

