



**AP Psychology Syllabus  
CHS Social Studies Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

**AP Psychology - 216**

**State Course #:** 151121

Prerequisites: No grade lower than a B in any previous Social Studies or Language Arts Course. Students wishing to enroll in Advanced Placement Psychology who did not meet the "B" minimum prerequisite must have the instructor's approval. Once accepted into this AP course, each student will sign a written contract signifying acceptance of course requirements and responsibilities.

Elective

Grade: 10-12

Weighted Grade

Credit: 1

Course Description:

Students are expected to take and pay for the AP exam. If the student fails to take the exam, a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

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. 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.

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

### 1st Quarter

- **Unit I Title: History, Approaches, and Methods of Psychology**
  - **Big Idea #1:** I can explain the history of the field of psychology and the current approaches to studying psychology.
    - *Essential Question #1: What are the different beliefs of Structuralism, Functionalism, Heredity, and Gestalt psychology? (Chapter 1, Section 2)*
    - *Essential Question #2: List and describe the six contemporary approaches to studying psychology. (Chapter 1, Section 2)*
    - *Essential Question #3: What are some similarities and differences that exist between the different psychological approaches? (Chapter 1, Sections 2)*
  - **Big Idea #2:** I can describe the various research methods used in psychological science.
    - *Essential Question #1: What are the pros and cons of the various methods that psychologists use to gather data? (Naturalistic Observation, Case Studies, Surveys, Correlations) (Chapter 2, Section 1)*
    - *Essential Question #2: How are experiments conducted? (Hypothesis, Independent Variable, Dependent Variable, Experimental Group, Control Group) (Chapter 2, Section 1)*
    - *Essential Question #3: What are the various ethical standards that psychologists abide by when conducting research and experiments? Why do you think these ethical standards are necessary? (Chapter 2, Section 1)*
  - **Big Idea #3:** I can use descriptive statistics to understand the results of psychological research and experiments.
    - *Essential Question #1: Describe the three measures of Central Tendency. (Chapter 2, Section 3)*
    - *Essential Question #2: Describe the two measures of variation. (Chapter 2, Section 3)*
    - *Essential Question #3: What is a correlation coefficient in terms of explaining the relationship between variables? (Chapter 2, Section 3)*

- o **Unit II Title: Biological Basis to Behavior- Brain, Sensation and Perception**
  - **Big Idea #1:** I can comprehend the functions of the Nervous System and the Endocrine System as they relate to human behavior.
    - *Essential Question #1: What is the structure and what are the functions of the Nervous System and the Brain?*
    - *Essential Question #2: What is the structure and what are the functions of the Endocrine System?*
    - *Essential Question #3: According to psychologists, is human behavior more influenced by Nature or by Nurture?*
  - **Big Idea #2:** I can explain the importance and differences between sensation and perception.
    - *Essential Question #1: What parts of the body contribute to our ability to take in sensory information?*
    - *Essential Question #2: What is the difference between sensation and perception?*
    - *Essential Question #3: Why is vision considered the dominant sense?*
  - **Big Idea #3:** I can explain the different ways that human beings sense and perceive the world around them?
    - *Essential Question #1: What parts of the body contribute to our ability to take in sensory information?*
    - *Essential Question #2: What is the difference between structuralism and the Gestalt approach concerning sensation and perception?*
    - *Essential Question #3: What are the monocular and binocular depth cues we use to perceive our environment; what is an illusion?*

## 2nd Quarter

- o **Unit III Title: Biological Psychology, Development, Consciousness,**
  - **Big Idea #1:** I can understand the effects of sleep, meditation, and drugs on consciousness.
    - *Essential Question #1: Why do we need sleep, what are different brain waves that occur during each stage of sleep, and what are the various sleep disorders that can occur in people? (Chapter 7, Section 1)*
    - *Essential Question #2: Explain how meditation and hypnosis can impact consciousness and behavior. (Chapter 7, Section 2)*
    - *Essential Question #3: What are the various categories of drugs and how do they work within the human body? (Chapter 7, Section 3)*

- **Big Idea #2:** I can comprehend the importance of sleep and how it impacts our daily lives.
  - *Essential Question #1: What is sleep?*
  - *Essential Question #2: What are the consequences of being sleep deprived?*
  - *Essential Question #3: What is the difference between REM and NREM sleep?*
- **Big Idea #3:** I can explain process by which memories are formed and recalled.
  - *Essential Question #1: What are the types of memory and how is information stored?*
  - *Essential Question #2: What differences exist between the three types of long term memory that you possess?*
  - *Essential Question #3: Why do we forget and what processes might improve memory?*
- **Unit IV Title: Learning, Cognition, and Motivation**
  - **Big Idea #1:** I can describe Classical Conditioning, Operant Conditioning, and Modeling.
    - *Essential Question #1: Who came up with Classical Conditioning and how could you influence a person's behavior using the techniques of Classical Conditioning? (Chapter 9, Section 1)*
    - *Essential Question #2: Who came up with Operant Conditioning and how could you influence a person's behavior using the techniques of operant conditioning? (Chapter 9, Section 2)*
    - *Essential Question #3: What is modeling, who came up with this theory, and how was this theory tested? (Chapter 9, Section 3)*
  - **Big Idea #2:** I can explain how memories are formed and how they influence language and the thinking process.
    - *Essential Question #1: Explain the process of creating and using memory (encoding, storage, and retrieval), contrast the three different types of memory (sensory, short term, and long term), and explain the three different types of long term memory (Semantic, Episodic, and Procedural). Explain how memories can be altered or forgotten and what techniques can be used to improve memory. (Chapter 10, Sections 1 and 2)*
    - *Essential Question #2: What are the various units and types of thinking? What are the different strategies related to problem solving (Algorithms and Heuristics)? (Chapter 11, Section 1)*
    - *Essential Question #3: What are the various structures of language (phonemes, morphemes, syntax, and*

*semantics) and how does language develop? (Chapter 11, Section 2)*

- **Big Idea #3:** I can describe the various theories related to motivation and emotion.
  - *Essential Question #1: Explain the different theories of motivation (Instinct Theory, Drive Reduction Theory, Incentive Theory, and Cognitive Theory). (Chapter 12, Section 1)*
  - *Essential Question #2: What are the various biological and social motives for behavior and how does Maslow's Hierarchy of Needs address these motivations? (Chapter 12, Section 2)*
  - *Essential Question #3: What are emotions and what are the various theories that seek to explain them? (Chapter 12, Section 3)*

## MIDTERM EXAM

### 3rd Quarter

- **Unit V Title: Personality, Psychological Testing**
  - **Big Idea #1:** I can explain the different theories of personality and the psychological tests used to identify personality and intelligence.
    - *Essential Question #1: What is personality and what are the beliefs related to the various theories of personality? (Behaviorist Theories, Social Learning Theories, Psychoanalytic Theories, Humanistic Theories, and Trait Theories) (Chapter 14)*
    - *Essential Question #2: Explain the strengths and weaknesses of the various types of objective and projective personality tests. (The Minnesota Multiphasic Personality Inventory, The California Psychological Inventory, The Myers-Briggs Test, The Rorschach Inkblot Test, and the Thematic Apperception Test) (Chapter 13, Section 4)*
    - *Essential Question #3: What is intelligence and what are the beliefs of Charles Spearman, Howard Gardner, Robert Sternberg, Alfred Binet, and Theodore Simon related to intelligence? (Chapter 13, Section 2)*
  - **Big Idea #2:** I can chart the different types of personality theorist and explain how it impacts who I am.
    - *Essential Question #1: What is Freud's contributions to the area of personality?*
    - *Essential Question #2: What do the behaviorist contribute to personalities?*
    - *Essential Question #3: How do the humanists differ in their beliefs of personality?*

- **Big Idea #3:** I can chart the stages of human development according to Erikson, Piaget, and Kohlberg.
  - *Essential Question #1: What challenges do humans face at each stage of Psychosocial Development according to Erik Erikson?*
  - *Essential Question #2: What challenges do humans face at each stage of Cognitive Development according to Jean Piaget?*
  - *Essential Question #3: What are the stages of Moral Development according to Lawrence Kohlberg, and how have these stages been influenced by Postmodernism?*
- **Unit VI Title: Psychological Disorders and Social Deviance**
  - **Big Idea #1:** I can determine how psychological disorders can lead to deviant behavior.
    - *Essential Question #1: How do psychologists identify disorders and how are they categorized?*
    - *Essential Question #2: How does Antisocial Personality Disorder relate to crime and social deviance?*
    - *Essential Question #3: What are the symptoms of other personality disorders?*
  - **Big Idea #2:** I can explain the symptoms of various Anxiety, Mood, Somatoform, and Dissociative Disorders
    - *Essential Question #1: What are the general characteristics of all anxiety disorders and what are the most commonly diagnosed specific anxiety disorders?*
    - *Essential Question #2: What are the general characteristics of all mood disorders and what are the most commonly diagnosed and specific mood disorders?*
    - *Essential Question #3: What are the general characteristics of Somatoform Disorders, Dissociative Disorders, and Schizophrenia?*
  - **Big Idea #3:** I can explain how society influences human behavior.
    - *Essential Question #1: What are schemas and how do they relate to stereotypes, prejudice, discrimination, and attribution errors? (Jane Elliott's Blue Eyes Brown Eyes Experiment) (Chapter 18, Section 2)*
    - *Essential Question #2: What is group think and what experiments show how and why people are obedient to authority figures. (Stanley Milgram's Teacher-Learner Experiment, The Stanford Prison Experiment) (Asch Conformity Experiment) (Chapter 19 Sections 1 and 2)*
    - *Essential Question #3: What are the various factors that contribute to aggression and altruism? (Kitty Genovese and the Bystander Effect) (Robber's Cave Experiment) (Chapter 19, Section 3)*

## **4th Quarter**

- **Unit VII Title: Post Test Project Based Instruction**
  - **Big Idea #1:** I can evaluate an important aspect of Psychology and apply it to the media.
    - *Essential Question #1:* What are the important facts of this aspect of psychology? (Identify)
    - *Essential Question #2:* How has this aspect of psychology impacted the media? (Differentiate)
    - *Essential Question #3:* How can you present this information in a convincing way that it is one of the most important aspects of psychology? (Explain)

## ● **END OF COURSE EXAM**

### **Course Materials:**

Google Chromebook

Textbook: Kasschau, Richard A. *Understanding Psychology*. Glencoe, 2008.

### **Electronic Resources:**

- Google Classroom
- YouTube
- Google Docs
- Google Forms
- Google Slides
- Headphones

### **Supplemental Textbook(s):**

- 5 Steps to a 5 Workbook

### **Course Expectations:**

AP courses are very rigorous in nature since they have the capability of earning college credit. This is a flex course, which means that the majority of the work will be completed on your own at your discretion. To do this requires discipline and time management skills that most other students are not able to provide. It is recommended that you read this entire textbook and do additional research on the topics, studies, and experiments that have been reviewed in this course.

### **Grading:**

Unit Exams 50%

Assessments (Including: Quizzes, Essays, Labs, and Projects) 30%

Class work/Homework 20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.



## **CHS AP Psychology Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date:

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