

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 11-12

COURSE: AP Psychology

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Compare and contrast the various approaches to the field of psychology including the major schools of thought such as, but not limited to:</p> <ul style="list-style-type: none"> • structuralism • functionalism • gestalt • biological • psychoanalytic • cognitive • humanistic <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6 SSCLE: MUSWH.3a.Y; MUSWH.3b.G,K; (World History) RIGIT.6.K (US History) NETS: (9-12) 5 DOK: 2-4</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quizzes • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 1 relating to the schools of psychology • participate in lecture and discussion by taking notes • construct responses to a case study based on the various schools of thought in which they apply the definitions of each current school of psychology to different types of psychological problems
<p>(B) Identify and explain the research methods of psychology and understand the statistics of research results such as, but not limited to:</p> <ul style="list-style-type: none"> • mean • median • mode • standard deviation <p>Performance: 1.2, 1.5, 1.6, 1.9 Knowledge: (SS) 6,7 SSCLE: RIGIT.6.K; TSSI.7.B (US History) NETS: (9-12) 5 DOK: 2,3</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quizzes • test <p>Students will construct responses to an essay question such as how to design an experiment – assessed using a scoring guide</p> <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 2 to research methods and statistics • participate in lecture and discussion by taking notes

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<p>(C) Identify and explain functions of the:</p> <ul style="list-style-type: none"> • brain • nervous system • glands <p>such as, but not limited to the:</p> <ul style="list-style-type: none"> • forebrain • midbrain • hindbrain <p>Performance: 1.5, 1.6, 1.9, 2.3 Knowledge: (SS) 6,7 SSCLE: TSSI.7.B (US History) NETS: (9-12) 5 DOK: 3</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quizzes • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 3 relating to the Biological perspective • participate in lecture and discussion by taking notes • construct brains and neurons during a lab in which they create brains and neurons using blocks • identify the locations of brain parts on a drawing of the brain
<p>(D) Identify and explain parts of the body related to sensation and perception such as, but not limited to, the parts of the:</p> <ul style="list-style-type: none"> • eye • ear <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6 SSCLE: TSSI.7.B (US History) NETS: (9-12) 5 DOK: 3</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quizzes • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapters 4 and 5 relating to sensation and perception • participate in lecture and discussion by taking notes • identify parts of the ear and eye by filling in a drawing of the eye and the ear
<p>(E) Distinguish the states of consciousness and the human sleep cycle such as, but not limited to:</p> <ul style="list-style-type: none"> • conscious • preconscious • unconscious <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6 SSCLE: TSSI.7.B (US History) NETS: (9-12) 5 DOK: 3</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quiz • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 6 • participate in lecture and discussion by taking notes • identify parts of the sleep cycle by filling in a drawing on the sleep cycle

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<p>(F) Analyze the aspects of:</p> <ul style="list-style-type: none"> • classical learning • operant learning • social learning <p>such as, but not limited to:</p> <ul style="list-style-type: none"> • unconditioned response • rewards and punishment • the Bobo doll experiment <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6 SSCLE: RIGIT.6.M (US History) NETS: (9-12) 5 DOK: 2</p>	<ul style="list-style-type: none"> • Multiple choice: <ul style="list-style-type: none"> • quizzes • test • Students will construct responses to an essay question such as identifying the four parts of classical conditioning – assessed using a scoring guide <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 7 • participate in lecture and discussion by taking notes • identify the schedules of reinforcement on an operant conditioning worksheet (i.e., variable ratio and fixed interval)
<p>(G) Distinguish types of memory models associated with acquisition, storage, and recall of information such as, but not limited to the:</p> <ul style="list-style-type: none"> • information • processing model • schema theory <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6,7 SSCLE: RIGIT.6.K,M (US History) NETS: (9-12) 5 DOK: 2</p>	<ul style="list-style-type: none"> • Multiple choice: <ul style="list-style-type: none"> • quiz • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapters 8 and 9 • participate in lecture and discussion by taking notes on memory models

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<p>(H) Analyze and identify the main components of motivation and emotion such as, but not limited to the:</p> <ul style="list-style-type: none"> • James Lange theory • Cannon Bard theory • Schachter Singer theory <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6,7 SSCLE: RIGIT.6.K,M NETS: (9-12) 5 DOK: 2</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quiz • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapters 10 and 11 • participate in lecture and discussion by taking notes
<p>(I) Identify and explain key components of development such as, but not limited to:</p> <ul style="list-style-type: none"> • Piaget stages of cognitive development • Kohlberg stages of moral development • Erikson stages of psychosocial development <p>Performance: 1.5, 1.6, 1.9 Knowledge: (SS) 6 SSCLE: RIGIT.6.K,M NETS: (9-12) 5 DOK: 2</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quiz • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 12 • participate in lecture and discussion by taking notes
<p>(J) Analyze and identify the types and functions of personality such as, but not limited to the MMPI and other personality inventories</p> <p>Performance: 1.5, 1.6, 1.8, 1.9 Knowledge: (SS) 6,7 SSCLE: RIGIT.6.M NETS: (9-12) 5 DOK: 2</p>	<p>Multiple choice:</p> <ul style="list-style-type: none"> • quiz • test <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 14 • participate in lecture and discussion by taking notes

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<p>(K) Identify and explain elements of abnormal psychology such as, but not limited to:</p> <ul style="list-style-type: none"> • anxiety • somatoform • mood • schizophrenic • organic • personality disorders <p>Performance: 1.5, 1.6, 1.9, 2.3, 3.3 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: (9-12) 5 DOK: 2,4</p>	<ul style="list-style-type: none"> • Multiple choice: <ul style="list-style-type: none"> • quiz • test • Students will construct a paper on assigned element in abnormal psychology – assessed using a scoring guide <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 15 • participate in lecture and discussion by taking notes on various disorders associated with abnormal psychology
<p>(L) Identify the various treatments and approaches to psychological disorders as well as the multiple therapies available such as, but not limited to:</p> <ul style="list-style-type: none"> • Rational Emotive Therapy • Cognitive Behavioral Therapy <p>Performance: 1.5, 1.6, 1.9, 3.5 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: (9-12) 5 DOK: 2,4</p>	<ul style="list-style-type: none"> • Multiple choice: <ul style="list-style-type: none"> • quiz • test • Students will construct responses to an essay question such as naming three therapies available for treatment of schizophrenia – assessed using a scoring guide <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapter 16 • participate in lecture and discussion by taking notes

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<p>(M) Analyze the subjects related to social psychology, such as but not limited to:</p> <ul style="list-style-type: none"> • conformity • obedience • aggression • antisocial behavior <p>Performance: 1.5, 1.6, 1.9, 3.3, 3.5 Knowledge: (SS) 6 SSCLE: RIGIT.6.M,N NETS: (9-12) 5 DOK: 2,4</p>	<ul style="list-style-type: none"> • Multiple choice: <ul style="list-style-type: none"> • quiz • test • Students will construct responses to an essay question such as the conclusions of Milgram's obedience study – assessed using a scoring guide <p>Mastery: 80%</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read the assignments from the book on Chapters 17 and 18 • participate in lecture and discussion by taking notes