

**New Paltz Central School District  
Advanced Placement Psychology**

CONTENT	SKILLS	ASSESSMENTS
<p><b><u>Unit 1: History and Approaches (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• History of psychology as a science</li> <li>• Development of the major “schools” of psychology</li> <li>• Introduction to principal approaches</li> <li style="text-align: center;">- - -</li> <li>• How did early psychologists attempt to understand the structure and functions of the mind?</li> <li>• What are the different perspectives from which psychologists examine behavior and mental processes?</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Essay writing</li> <li>• Interpreting charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Participation</li> <li>• Article critiques</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>
<p><b><u>UNIT 2: Research Methods (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Experimental, correlational, and clinical research</li> <li>• Descriptive and inferential statistics</li> <li>• Ethics in research</li> <li style="text-align: center;">- - -</li> <li>• What is the relationship between psychological theories and scientific research?</li> <li>• What are positive and negative correlations, and how do correlational measures aid the process of prediction?</li> <li>• What are the basic elements of an experiment and how does experimental control contribute to causal explanation?</li> <li>• What is the value of artificially simplified laboratory conditions in learning about principles of behavior?</li> <li>• Is psychological research generalizable in terms of culture and gender?</li> <li>• Why do psychologists study animals and what are the ethics of experimentation with animals and humans?</li> <li>• How can personal values influence psychologists’ research and its application, and what are some possible misuses of research findings?</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing skills</li> <li>• Interpret graphs and charts</li> <li>• Observation skills</li> <li>• Identify and use the three measures of central tendency and the two measures of variation</li> <li>• Identify basic principles of ethics in psychological research</li> </ul>	<ul style="list-style-type: none"> <li>• Complete an interview of someone in the field</li> <li>• Participate in and interpret an experiment</li> <li>• Quizzes</li> <li>• Unit test</li> <li>• Essay</li> </ul>

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CONTENT	SKILLS	ASSESSMENTS
<p><b><u>Unit 3: Biological Bases of Behavior (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Evolutionary psychologists and universal behaviors</li> <li>• Work of behavior geneticists – genetic versus environmental traits</li> <li>• Role of prenatal environments, early experiences, peer influences, and cultures</li> <li>• Nature and nurture of gender</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• How do the composition and physical location of genes affect one’s behavior?</li> <li>• How did various studies help us understand hereditary and environmental influences on human traits?</li> <li>• How do one’s peer group and culture affect one’s development?</li> <li>• How much of sex and gender roles is learned and how much is biological?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting graphs and charts</li> <li>• Observation skills</li> <li>• Essay writing</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Participation</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>
<p><b><u>UNIT 4: Sensation and Perception (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Measurement of absolute and difference thresholds.</li> <li>• Anatomy and function of the eye and ear; color theories of vision; audition and sensory disorders.</li> <li>• Roles played by experience and culture in perception and in learning.</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• How does the concept of threshold affect/influence the study of sensation and perception?</li> <li>• Why is the study of the eye and ear so essential to the understanding of disorders such as deafness and color blindness?</li> <li>• How does perception involve the interpretation of raw materials provided by the senses?</li> <li>• What roles do experience and culture play in perception?</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing</li> <li>• Observation skills</li> <li>• Essay writing</li> <li>• Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Group work participation</li> <li>• Group work presentation</li> <li>• Daily quiz</li> <li>• Unit test</li> <li>• Essays</li> </ul>

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<p><b><u>Unit 5: States of Consciousness (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Different states of consciousness</li> <li>• Hypnosis, meditation, and dreaming</li> <li>• Effects on consciousness of narcotics, depressants, stimulants, and hallucinogens</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• How have different views on the nature of consciousness and sub-consciousness affected the history of psychology?</li> <li>• Why do we sleep?</li> <li>• Is hypnosis an altered state of consciousness?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting graphs and charts</li> <li>• Note-taking</li> <li>• Group work participation</li> <li>• Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Daily quiz</li> <li>• Unit test</li> <li>• Group work participation and contribution</li> </ul>
<p><b><u>UNIT 6: Learning (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Differences between learned and unlearned behavior</li> <li>• Effects of reinforcement and punishment</li> <li>• Biological factors in learning and behavior modification</li> <li>• Introduction to various principles of learning – biofeedback and self control</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• Why is the study of classical conditioning and operant conditioning so essential to learning?</li> <li>• How is one’s learning insight affected by cognition?</li> <li>• Why were Skinner’s ideas controversial?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Role-playing</li> <li>• Note-taking</li> <li>• Analytical thinking</li> <li>• Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• Daily quiz</li> <li>• Unit test</li> <li>• Group work participation and contribution</li> <li>• Essay</li> <li>• Interpreting charts and graphs</li> </ul>

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CONTENT	SKILLS	ASSESSMENTS
<p><b><u>UNIT 7: Cognition (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Process involving the transformation, reduction, elaboration, storage, recovery, and use of sensory input</li> <li>• Kinds of knowledge and types of processing</li> <li>• Psychological views of different modes of thinking</li> <li>• Problem solving strategies</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• How does our cognitive thought process affect our learning?</li> <li>• How can one's belief distort logical reasoning?</li> <li>• What is the relationship between language and thought?</li> <li>• How does creativity affect one's problem solving and thinking skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting graphs and charts</li> <li>• Observation skills</li> <li>• Essay writing</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Group participation and contribution</li> </ul>
<p><b><u>UNIT 8: Motivation and Emotion (2 weeks)</u></b></p> <ul style="list-style-type: none"> <li>• Forces that influence the strength and direction of behavior, including homeostasis</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Influence of emotional centers</li> <li>• Complex interactions between cognition and physiological mechanisms that are associated with feelings of love, hate, fear, and jealousy</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• How does motivation affect one's behavior?</li> <li>• How can emotions be differentiated?</li> <li>• What do we fear? Why?</li> <li>• Do we need to vent our anger/rage?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Essay writing</li> <li>• Note taking</li> <li>• Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Classroom demonstration(s)</li> <li>• Essay</li> <li>• Group work participation</li> </ul>

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CONTENT	SKILLS	ASSESSMENTS
<p><b><u>UNIT 9: Developmental Psychology (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• Development of physical, cognitive, and social skills throughout one's life</li> <li>• Current views regarding stages of personality across one's life span</li> <li style="text-align: center;">- - -</li> <li>• How do the capacities of a newborn and the use of habituation affect infant cognition?</li> <li>• How do body contact, familiarity, and responsive parenting affect/influence infant social attachments?</li> <li>• How is moral behavior affected by moral reasoning, emotional intuitions, and social influences?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Interpreting graphs and charts</li> <li>• Essay writing</li> <li>• Note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Group work participation</li> <li>• Group work presentation</li> <li>• Quizzes</li> <li>• Unit test</li> </ul>
<p><b><u>UNIT 10: Personality (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Major theories and approaches to personality (i.e., humanistic vs. behaviorist)</li> <li>• Normal and abnormal personality</li> <li>• Treatment of dysfunctional behavior</li> <li>• Self-concept, self-esteem, and related issues</li> <li style="text-align: center;">- - -</li> <li>• What is personality?</li> <li>• How did Freud's theory of the psychosexual stages of development affect psychology?</li> <li>• How did the studies of Abraham Maslow and Carl Rogers impact the study of personality?</li> <li>• How do individualism and collectivism affect one's concept of value?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Essay writing</li> <li>• Note taking</li> <li>• Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Role-playing participation</li> <li>• Group work demonstration</li> </ul>

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CONTENT	SKILLS	ASSESSMENTS
<p><b><u>UNIT 11: Testing and Individual Differences</u></b></p> <ul style="list-style-type: none"> <li>• Assessment of human differences in aptitude, intelligence, interests, and personality</li> <li>• Major theories pertaining to the structure of intelligence</li> <li>• Extremes of intelligence: retardation and giftedness</li> <li>• Ethical issues in testing</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• Is it nature or nurture? How do genetics and environment influence intelligence?</li> <li>• What is the dynamic of intelligence?</li> <li>• Is intelligence one general ability or several specific abilities?</li> <li>• Is intelligence neurologically measurable?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Note taking</li> <li>• Analytical processing</li> <li>• Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Classroom demonstration</li> <li>• Essay</li> </ul>
<p><b><u>UNIT 12: Abnormal Psychology (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Abnormal psychology and the diagnosis of abnormal behavior</li> <li>• Diagnostic criteria for mood, personality, dissociative, anxiety, and psychotic disorders</li> </ul> <p style="text-align: center;">- - -</p> <ul style="list-style-type: none"> <li>• What criteria should be used for judging whether behavior is psychologically disordered or not?</li> <li>• How would you describe the symptoms of generalized anxiety disorder, phobias, and obsessive-compulsive disorder?</li> <li>• How have depression and bipolar disorders affected our society?</li> </ul>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Interviewing skills</li> <li>• Essay writing</li> <li>• Note taking</li> <li>• Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Essay</li> <li>• Classroom demonstration</li> <li>• Group work participation</li> </ul>

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CONTENT	SKILLS	ASSESSMENTS
<p><b><u>UNIT 13: Treatment of Psychological Disorders (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• History and development of the treatment of psychological disorders</li> <li>• Variety of therapies – one to one, group, and family</li> <li>• Prevention and intervention techniques offered at the community level (educational programs and crisis intervention counseling)</li> <li style="text-align: center;">- - -</li> <li>• Is psychotherapy effective?</li> <li>• How has cognitive therapy affected/influenced individuals suffering from depression?</li> <li>• What are the aims of psychological therapy?</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing</li> <li>• Note taking</li> <li>• Interpreting data</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Classroom demonstration</li> <li>• Group work participation</li> </ul>
<p><b><u>UNIT 14: Social Psychology (1 week)</u></b></p> <ul style="list-style-type: none"> <li>• Basic concepts of social cognition</li> <li>• Classic studies dealing with conformity, compliance, and obedience</li> <li>• Etiology and expression of aggressive/antisocial behavior</li> <li>• Key concepts and theoretical perspectives of organizational behavior</li> <li style="text-align: center;">- - -</li> <li>• How do we explain people’s behavior?</li> <li>• How do we form our beliefs and attitudes?</li> <li>• How do groups affect our behavior?</li> <li>• What leads to friendship and to romance?</li> </ul>	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Essay writing</li> <li>• Interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> </ul>