

ADVANCED PLACEMENT PSYCHOLOGY

GRADE LEVEL 11, 12

August 2010

Social Studies

SUBMITTED FOR AP AUDIT

HIGH SCHOOL COURSE OVERVIEW

COURSE TITLE: ADVANCED PLACEMENT PSYCHOLOGY

TARGET POPULATION: Students in grade 11,12

PREREQUISITE: None

TIME ALLOTMENT/PERIODS PER WEEK: 215 minutes per week (5 periods per week)

QUARTER UNIT/SEMESTER/YEAR COURSE: Full Year

CREDITS: 5

AN EXECUTIVE DESCRIPTION: The purpose of the Advanced Placement course in Psychology 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. They also learn about the methods psychologists use in their science and practice.

TEXTS: Myers, David G. *Psychology, Eighth Ed.* Worth Publishers, New York, NY. 2007

ADDITIONAL SUPPORT MATERIALS:

E-book and Textbook Companion Website

The Critical Thinking Companion for Introductory Psychology Worth Publishers

Forty Studies that Changed Psychology 4th Ed R. Hock Prentice Hall

Discovering Psychology* series; *Moving Images

Annual Editions – Psychology (2007,2006, 2005)

COURSE OBJECTIVES

The following instructional objectives are considered essential to creating a successful learning experience for students in this course and align with the District Philosophy and The National Standards for Teaching of High School Psychology, developed by the American Psychological Association (<http://www.apa.org/ed/hscontents.html>)

Upon completion of this course, students will:

- I. Be prepared to do acceptable work on the Advanced Placement exam in Psychology.**
- II. Understand the major core concepts and theories of psychology, define key terms and use them in their everyday vocabulary.**
- III. Learn the basic skills of psychological research, be able to devise research projects, interpret and generalize from results and evaluate the validity of research reports.**
- IV. Apply psychological concepts to their own lives by recognizing psychological principles when they are encountered in everyday situations.**
- V. Identify the many different subfields of psychology, learn about psychology as a profession, the diversity of careers and the educational requirements that must be met to pursue such careers.**

COURSE OUTLINE/ CURRICULUM MAP

This course outline/curriculum map is organized as a full year course, consisting of 10 units of study lasting from 3 to 5 weeks each unit.

The unit(s) of study are:

I. History, Major Approaches and Methodology 3 weeks

Description: How did the science of psychology develop? What attitudes characterize scientific inquiry? How do psychologists use the scientific method and conduct research to answer questions about human behavior? The interpretations of the research allow us to make assumptions about behavior, establish theories and share the conclusions of the research with others.

Unit Objectives:

The students will be able to:

1. Identify the logic, philosophy and history of the science of psychology.
2. Describe and compare the biological, behavioral, cognitive and sociocultural perspectives.
3. List and explain the major subfields of psychology.
4. Examine the role of ethics in research and professional practice.
5. Describe the research strategies used by psychologists to explore behavior.
6. Define the purposes and basic concepts of statistics and recognize how inferential statistics are used in psychological research.

Teaching Strategies:

The teacher will:

1. Present the ideas and developments of the founders of psychology and develop a list of beliefs that relate to the current perspectives used in the study of human behavior throughout the course.
2. Provide examples of psychological research and discuss the APA Guidelines use in all research, on animals and humans.
3. Lecture and develop research designs using all the various research methods and specific techniques used by psychologists.
4. Explain the statistical concepts used, define the measures of central tendency and the methods to determine variation.
5. Provide examples of the use of inferential statistics, using case studies that are correlational and experimental in design.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*; *APA Guidelines for Use of Animals in Research*; *Moving Images*
4. Internet sites – Cyberlab for Psychological Research; In-Line Psychology Laboratory

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Article Reviews : The Power of Conformity - Asch, S. E. (1955) *Opinions and Social Pressure* Scientific American 193
5. *The Critical Thinking* Companion exercises

II. Biological Basis of Behavior: The Brain, Sensation and Perception 5 weeks

Description: How do psychologists examine the biological roots of how we think, feel and act? Neural communication, neural and hormonal systems and the functions of the brain help us to understand human behavior. Understanding the senses (bottom-up processing) and how we perceive the stimuli in our environment (top-down processing) helps us to interpret our world, adapt and understand the world around us.

Unit Objectives:

The students will be able to:

1. Identify the structure and function of the neuron and explain the process of neurotransmission.
2. Classify the major divisions and subdivisions of the nervous systems, and explain their functions.
3. Identify the structure and function of the major regions of the brain; recognize the specific functions of the lobes as well as the influence on brain functions by the left and right hemispheres.
4. Explain how research and technology have provided methods to analyze brain behavior and disease.
5. Describe how endocrine glands are linked to the nervous system.
6. Assess the effects of heredity and environment on behavior.
7. Explain the concepts of threshold, adaptation, habituation and constancy.
8. Describe the operation of the sensory systems and the process of transduction in each.
9. Explain Gestalt principles and concepts, such as figure-ground, continuity, similarity, proximity, closure and so on.
10. Describe binocular and monocular depth cues.
11. Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

Teaching Strategies:

The teacher will:

1. Use activities and diagrams from the Brain Coloring Book to explain the structure and functions of the neuron. Lecture, group activities and discussion of neural transmission, the role of neurotransmitters and communication by hormones will be explained.
2. Use activities and diagrams from the Brain Coloring Book to explain the structure and functions of the brain, explaining the specific functions related to the lobes, hemispheres and major structures. Internet sites, *Neuroscience for Kids*, and *DANA Brain Alliance* will be used in class to provide supplemental materials and information.
3. Present the most current research findings on the brain and use interviews and video segments to explain research by neuropsychologists, biologists, medical doctors and other experts in the field.
4. Use diagrams and interactive web-based activities to explain the transduction of energy used by the senses. Internet sites, *Neuroscience for Kids* and *Seeing, Feeling and Smelling the World (Howard Hughes Medical Institute)*.
5. Lecture and use activities in the classroom to model the Gestalt principles and other perceptual concepts.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*; *Moving Images*
4. Computer / Internet sites: *Neuroscience for Kids*; *Seeing, Hearing and Smelling the World*; The HOPES Brain Tutorial
5. National Institute of Health Supplemental Series – The Brain: Our Sense of Self

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Article Reviews : One Brain or Two? Gazzaniga, M.S, *The Split Brain in Man* Scientific American 217
5. Critical thinking activities ; Superhero Short Story
6. Alternative Assessment : Teaching *Elementary Students about the Brain* (book written and developed by students to use with elementary students)

III. Life Span Development (4 weeks)

Description: Growth is a continuous process. What are the major issues in developmental psychology? Development psychologists examine our physical, mental and social development throughout the life-span.

Unit Objectives:

The students will be able to:

1. Describe physical, social and cognitive changes from the prenatal period throughout the lifespan.
2. Examine the nature of change over the lifespan.
3. Identify the complex cognitive structures found in the early development of infants and young children.
4. Apply lifespan principles to personal experiences.
5. Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.
6. Outline the stages of a developmental theory by theorists such as Piaget, Erikson, Kohlberg, Gilligan, Cross, Helms, etc..
7. Recognize how biological and environmental factors linked to societal conceptions of gender shape the experiences of males and females.
8. Examine the development of ethnic identity and explore development theories as they relate to cultural bias.
9. Describe the role of critical periods and sensitive periods in development.
10. Explain the issues of continuity/stability or instability over time.
11. Discuss the influence of technology on quality of life and its role in longevity.

Teaching Strategies:

The teacher will:

1. Lecture and provide information on growth, using outlines of major developmental milestones and specific behaviors from prenatal to later adulthood.
2. Explain the stages of development for physical, motor, social, cognitive, and moral development; provide examples of each specific stage and help students to explore how they developed by comparing their own growth with the "normal" patterns outlined in their texts and viewed from video presentations (*Exploring Psychology*)
4. Provide the information for students to debate the role of heredity and environment on the growth patterns being studied; present both points of view and let students decide which they feel has the most influence on different aspects of development.
5. Read a book to the class that depicts gender identity development from the 1970's and provide a forum for discussion of how the book is still "appropriate" or "not" today.
6. Develop the guidelines for the students "research" on their own history of development and provide project ideas, time and materials. (note: this can be accomplished at the time the unit is being taught or incorporated into the final Portfolio)

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*; *Moving Images*;
4. Book: *I'm Glad I'm a Girl, I'm Glad I'm a Boy*

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Article Review ; Newsweek special issue: Child Development
Wired For Thought by Sharon Begley; How Parents Raise Boys and Girls by A. Bryant and E. Check ; The Moral Child
5. Alternative Assessment applying Piaget's Theory: Day Care Advertisement/Letter to Parents/Speech to Parents
6. Critical thinking activities : Piaget Meets Santa Claus

IV. States of Consciousness 1 week

Description: What is consciousness? How do we attend to and process information in different states of consciousness? What do we know about sleep and dreams, the effects of drugs and other factors on our states of mind?

Unit Objectives:

The students will be able to:

1. Describe the characteristics of sleep and theories that explain why we sleep .
2. List the symptoms of various sleep disorders and provide possible solutions.
3. Demonstrate an understanding of individual differences in dream content and recall.
4. Compare different theories about the use and meaning of dreams.
5. Describe the basic phenomena and uses of hypnosis.
6. Characterize the major categories of psychoactive drugs and their effects.
7. Evaluate the effects of narcotic, depressant, stimulant and hallucinogenic drugs.

Teaching Strategies:

The teacher will:

1. Provide information on basic concepts using the review activity after students have read the complete chapter and define the levels of consciousness as well as the stages of sleep.
2. Use the *Exploring Psychology* video segment to present research findings and key concept explanations.
3. Review biological and cognitive explanations for dreams, prompting students to determine their own beliefs and opinions on the theories presented by the text.

NOTE: this unit is a take-home unit to be completed by the students over the holiday break in December.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*
4. National Institute of Health Supplemental Series – Addiction and the Brain; Sleep, Sleep Disorders and Biological Rhythms

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Critical Thinking activity – Remedies for Jet Lag

V. Cognitive Domain: Learning, Memory, Thinking and Language (5 weeks)

Description: By definition, experience is the key to learning. How do we learn, remember, process new information and relate what we know to others? Language enable us to communicate complex ideas – it is that which makes us human.

Unit Objectives:

The students will be able to:

1. Discuss learning from a psychological viewpoint.
2. Recognize learning as a vehicle to promote adaptation through experience.
3. Describe the classical conditioning paradigm and design procedures to produce classically conditioned responses.
4. Describe the operant conditioning paradigm and apply operant conditioning to parenting of children, teachers behaviors relating to students and other experiences.
5. Explain how observational learning works, and identify everyday examples.
6. Describe cognitive learning approaches and describe how it differs from classical and operant conditioning.
7. Compare and contrast classical and operant conditioning.
8. Identify biological contributions to learning and speculate on the role of culture.
9. Characterize the difference between surface and deep processing and identify other factors that influence encoding.
10. Describe the operations of short-term memory and long-term memory.
11. Analyze the importance of retrieval cues and explain the role of interference in the process of retrieval.
12. Identify brain structures most important to memory and situations/illnesses that affect memory.
13. Define thinking and recognize how information is classified into categories.
14. Identify strategies and obstacles involved in problem solving and decision making.
15. Define language, explain its structure and discuss the theories of language acquisition.
16. Examine the influence of language on thought and behavior.

Teaching Strategies:

The teacher will:

1. Lecture and discuss the various forms of learn, explaining associative learning using text, supplementary readings, video clips from *Discovering Psychology* critical thinking activities.
2. Provide information to compare and contrast the critical attributes of classical and operant conditioning, using real life examples and students' experiences.
3. Define and provide outline notes as well as specific examples of observational learning and discuss the research of Albert Bandura.
4. Use a graphic organizer to explain the processes of sensory, short term, and long term memory; simulate examples using exercises.
5. Lead students in activities and experiments that will simulate situations related to the cues that help memory formation as well as cause interference of memory and retention.
6. Define and provide examples of the strategies that students can use to promote thinking skills and strengthen problem solving and decision making skills.
7. Use graphic organizers and discussion to explain the theories of language acquisition.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*; *Genie- The Wild Child*; *KOKO*; *Moving Images*;
4. Original footage of Watson and Little Albert

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Article Review : Little Emotional Albert - Watson and Rayner (1920) *Conditioned emotional* responses Journal Of Experimental Psychology 3
5. Critical thinking activities : The Magnificent Seven; If We Could Talk to the Animals?
The Classical Connection; Powerful Consequences

VI. Sociocultural Domain: Individuals Differences, Personality and Assessment (4 weeks)

Description: Personality is your characteristic pattern of thinking, feeling and acting – how does it develop? What are the four major perspectives on personality? How do psychologists assess and interpret personality traits? Is intelligence more than the score on a test – just what does IQ mean?

Unit Objectives:

The students will be able to:

1. Define and explain the concepts related to measurement of individual differences and tests constructs, including intelligence, creativity, and personality
2. Describe basic statistical concepts in testing, including validity and reliability.
3. Explain how personality and intelligence may be influenced by heredity and environment.
4. Explain how intelligence is related to the use of cognitive skills and strategies; describe how intelligence changes over time.
5. Explain the theories of intelligence and analyze the evidence to support or refute them.
6. Describe personality and explain the role of personality constructs as a framework for organizing behavioral phenomena.
7. Explain the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches.
8. Distinguish between objective and projective techniques of personality assessment; describe tests used in personality assessment.

Teaching Strategies:

The teacher will:

1. Lecture, use readings and articles to present the concepts related to intelligence, demonstrating how statistics are interpreted and judgments made from the assessments used.
2. Provide inventories and examples of intelligence tests to explain the various theories and uses of assessments.
3. Organize students into teams of 3 to research and discuss the current research, evidence and conclusions made on what intelligence is, how it is developed and what we do NOT know.
4. Provide notes and materials to help explain the theories of personality development, utilizing inventories, activities and discussions to help students understand the basic concepts.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*; *ABC News Stossel in the Classroom* (stereotype threat)
4. Intelligence tests and inventories
5. APA research - Task Force Report : What is Known and Unknown about Intelligence
6. Critical Thinking Activities : Poor John and Mary; To Retest or Not to Retest?;

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Cooperative Learning : Research on Intelligence/ Oral Presentations

VII. Motivation and Emotions (4 weeks)

Description: Motivation is a need or desire that serves to energize behavior and to direct it toward a goal. What are the theoretical perspectives that have helped psychologists understand motivation? Emotions involve both physiological and cognitive changes in the human that often affect our behavior. What is the relationship between thinking and feeling and acting?

Unit Objectives:

The students will be able to:

1. Apply motivational concepts to the behavior of humans and other animals.
2. Describe the interaction of internal cues and environmental cues determining motivation derived from basic drives.
3. Describe the situational cues giving rise to anger and fear.
4. Describe the situational cues and individual characteristics giving rise to curiosity and anxiety.
5. Describe the theories of motivation, including expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs and drive reduction.
6. Explain the interaction of biological and cultural factors in the development of motives.
7. Describe the theories of emotion, such as James-Lange, Cannon-Bard or Schacter.
8. Explain how learning, memory, problem solving, and decision making are influenced by motivation and emotion.

Teaching Strategies:

The teacher will:

1. Lecture and provide the beliefs of psychologists on motivation and its affects on human behavior. Use graphic organizers, video and outline notes.
2. Provide the explanations of the three key theories that explain emotions and discuss the role of maturation and environmental influences.
3. Provide activities to investigate the theories and concepts related to motivation and emotion.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – Exploring Psychology ; Moving Images ; Inside Out: *Emotions*

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Critical Thinking activities; The Weight Loss Connection; Forget Your Troubles

VIII. Stress, Coping and Health (1 week)

Description: What is stress? What does it do to our bodies and minds is the study of the field of health psychology, which has expanded in recent years to the study of individuals who are achieving their goals – the psychology of optimal experience and positive psychology.

Unit Objectives:

The students will be able to:

1. Identify and explain major sources of stress.
2. List and explain possible physiological reactions to stress.
3. List and explain possible psychological reactions to stress.
4. Identify and explain cognitive strategies to deal with stress and promote health.
5. Identify and explain behavioral strategies to deal with stress and promote health.
6. Define “flow”, and discuss the concepts related to positive psychology, including optimism and the ideas of reaching potential/living your best life – achieving optimal experience.

Teaching Strategies:

The teacher will:

1. Assign the review and progress tests for the chapter to be completed over the holiday (spring) break, and discuss the basic concepts that students must know in class.
2. Use inventories to explain stressors and the effects of stress. Analyze the inventory results and discuss methods used to reduce stress.
3. Use inventories and video as well as discussion to explain one of the newest fields of psychology, positive psychology and its concepts related to optimism and flow.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology*
4. Inventory - Optimism

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests

IX. Psychological Disorders and Treatment (3 weeks)

Description: What are the perspectives by which psychologists study abnormal behavior? William James once said "To study the abnormal is the best way of understanding the normal." Classifying, identifying and explaining psychological disorders is the focus of this unit. How disorders are diagnosed and the methods by which psychologists treat them fall into two main categories: psychological therapies and biomedical therapies.

Unit Objectives:

The students will be able to:

1. Distinguish the common characteristics of abnormal behavior.
2. Cite examples of abnormal behavior.
3. Relate judgments of abnormality to contexts in which those judgments occur.
4. Describe major explanations for the origins of abnormality.
5. Identify the purpose of different research methods in exploring abnormal behavior.
6. Discuss the major categories of abnormal behavior, explaining the causes, symptoms and challenges associated with anxiety disorders, mood disorders, dissociative disorders, somatoform disorders, schizophrenic disorders, sleep disorders, and other "personality" disorders.
7. Determine the challenges associated with accurate diagnosis.
8. Discuss the impact of mental disorders, identifying the stigmas associated with them and the need for a greater understanding of abnormal behavior.
9. Describe the availability and appropriateness of various modes of treatment for people with psychological disorders.
10. Describe characteristics of effective treatment and prevention.
11. Identify therapists according to training, describing strategies for locating therapists and other challenges relating to mental health services.

Teaching Strategies:

The teacher will:

1. Use case studies, readings, notes and lecture to discuss the major categories of abnormal psychology, symptoms of the disorders and their causes.
2. Provide inventories and other materials for students to review and discuss, in order to explain the therapies and treatment methods that are best for specific disorders and individuals.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – *Exploring Psychology ; Moving Images*; Interviews with patients – anxiety disorders, schizophrenia, depression, and dissociative identity disorder.

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Informational Pamphlet/Poster – To be developed in pairs on a specific topic (disorder or therapy) discussed in the unit; research, outline the info for the public service pamphlet/poster, design it on the computer, present to class and distribute to the school (nurses office, library, main office, public library) To be completed after the AP exam.

X. Social Psychology (2 weeks)

Description: “We cannot live for ourselves alone” remarked the novelist Herman Melville, for “our lives are connected by a thousand invisible threads.” Social psychologists explore these connections by scientifically studying how we think about, influence and relate to one another.

Unit Objectives:

The students will be able to:

1. Demonstrate an understanding of how schemas are developed, and how attributions affect explanations of behavior.
2. Describe the sources of attitude formations and assess some methods used to change attitudes.
3. Identify basic social and cultural categories and explain how they affect behavior.
4. Explain how social situations affect individual behavior, providing examples of bystander effect.

Teaching Strategies:

The teacher will:

1. Use a reading that relates to 911 to discuss and explain the behaviors of individuals and groups in our society, relating to the key concepts of attribution theory, influence and social relationships.
2. Lecture and use video to explain how attitudes are formed and how individuals affect groups as well as how groups influence individuals.
3. Define and provide examples for students to analyze related to group situations and individual decision making.
4. Present different explanations for group and individual influence related to cultural expectations.

Materials:

1. Text
2. Activities/Case Studies/Supplemental Readings
3. Video – Exploring Psychology ; Quiet Rage; Moving Images; A Class Divided

Assessments:

1. Homework
2. Chapter Reviews and Progress Tests
3. Essay and Multiple Choice practice tests
4. Article Reviews : Obey at Any Cost – Milgram, S. (1963) *Behavioral Study of Obedience* Journal of Abnormal and Social Psychology 67
5. On-line : The Stanford Prison Experiment website / readings and activities

XI. Review and Preparation for the Final Exam and AP Exam 1 week

Review will consists of several practice tests, study groups in class and after school as well as reviews developed by students on every unit taught.

XII. Post AP Exam (May-June 4 weeks)

Students will be working during class on their Portfolio Projects.

Students will be working on the posters/pamphlets for the Abnormal Unit.

Students will view *A Beautiful Mind* during class and discuss the movie as it relates to their study of schizophrenia. (Activities/Literature Circles)

Students will choose a book to read and review. The choices will relate to all of the units taught in the course. The reviews will be written for students and collectively will be placed in a document that could be sent to the high school library and the township library.

Students will visit with elementary school classes to read and present to the students the books they developed on The Brain (from earlier unit).

Students will explore careers in psychology through video and computer lab activities. The American Psychological Association website links will be used including :

TOPSS Careers link <http://www.apa.org/students/student1.html>

The APA Science Directorate link <http://www.apa.org/science/careers.html>