

HIGH SCHOOL COURSE SYLLABUS

AP Psychology

Teacher: Mrs. David -Room 1324 (bdavid@kUSD.edu) Best time to contact teacher is 3-3:30 (end of the school day).

Number of Credits: 1 credit

Prerequisites

Junior or Senior Standing

Course Description

This is a college level course that introduces students to the systematic and scientific study of behavior and mental processes of humans and animals.

Relevance

Students will gain a greater understanding of psychological principles and the ability to apply them in their lives. This course also promotes critical thinking which encourages careful analysis of media claims, research results and other claims that are encountered in every day life.

Course Standards

(as determined by the School Board)

Understands history by examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Understands the concepts of behavioral sciences through psychology by studying factors that influence individual identity and learning.

Most essential benchmarks may be viewed at: www.kUSD.edu.

Lifelong Learning Standards

- Knowledgeable person
- Effective communicator
- Quality producer
- Complex thinker
- Self-directed learner
- Contributing citizen

Lifelong learning benchmarks may be viewed at: www.kUSD.edu

Course Outline

PROJECTS/MAJOR ASSIGNMENTS- Projects will take place twice during each semester and major assignments will be ongoing. The Projects are equal to a Test grade whereas Major Assignments are equal to a quiz grade. The purpose of these are to enhance the topics of study that we are learning in class and to challenge the student to present the knowledge in a different way. Activities are just one more tool to enrich the understanding of what we are learning in class- this could range from a short personality test, watching a short clip or demonstration, or

participating in a longer activity that takes most of the class period but relates directly to the unit.

PROJECTS / ACTIVITIES / ASSIGNMENTS-

DREAM PROJECT- During the Consciousness unit, students will keep a dream journal and collect dreams for 10 days (of their own or another participant). Students will have guided questions to complete, with each entry, that looks at dream behavior/content (lucid dreaming, dreaming in color/black/white, emotions related to dreaming, etc.). We will discuss as class, how it enriched his/her understanding of dream theory (before projects are turned in).

SLEEP BEHAVIOR ASSIGNMENT- During the consciousness unit, students will complete a sleep log for 5-7 days. They must record bedtime and wake up time. Emotions and general awakeness should be recorded a few times a day. The purpose is for students to see connections between their internal clock (circadian rhythm) and their sleep behaviors. Students will have some guided questions to answer each day about their sleep. Will discuss as a class, before turning this in, what they learned about their own sleep habits as a result of this assignment and how it relates to the theories students have discussed in this unit.

BLINDFOLD EXPERIMENT- During the Sensation and Perception Unit, to connect with the terms and concepts in a bold and hands on way. Please inform your teacher of ANY food allergies. Written response following the experiment- Must connect and write about a minimum of 4 Sensation and Perception Terms from Chapter 6 and how the experiment influence them.

STUDENT LED PRESENTATIONS (PROJECT)- CHAPTER-TBA- Each student will be assigned a group, a chapter and a section within that chapter to present with their group- for a test grade.

REVIEW PROJECT- Using Mnemonic Devices from Chapter 8 (Memory), create a presentation board that has a small section devoted to each chapter (seventeen- 17 total). Be creative with your tools to remember- present all chapters to the class prior to the test in May to assist peers with their review.

BEAN ACTIVITY (ADAPTATION IN ACTION)- Takes place during chapter 4 "Nature/Nurture" unit. Takes one 45min class period to conduct and is completed in groups. Will you make the needed adaptations? or.... Are you too set in your ways to change? Students will have questions to complete at the end of this activity.

NOTE-- EACH UNIT ALSO HAS INDIVIDUALIZED ACTIVITIES THAT ARE SPECIFIC TO THAT UNIT -- INCLUDED BELOW IS A SAMPLE OF THIS.....

SEE UNIT ON ----- "INTELLIGENCE AND INDIVIDUAL TESTING"

History and Approaches

Historical schools of thought: Structuralism, Functionalism, Gestalt

Modern approaches: Psychodynamic, Neuroscience, Behavioral, Cognitive, Humanistic, Evolutionary

Psychology's founding forefathers and the contributions they have made

Modern careers in the field

Methodology

Research methods: naturalistic observation, survey, longitudinal and cross-sectional studies, correlation, experiments

Statistics: central tendency, variance, significance,

Ethics: standards and studies

Neuroscience

Neuron: chemical and electrical transmission of messages

Nervous systems: central and peripheral, autonomic, somatic

Brain anatomy and function

Diagnostic tools: EEG, PET, MRI, CT

Abnormal Psychology and Treatment

Approaches: historical, biopsychosocial, medical, models

Classification: DSM-IV-TR

Disorders: anxiety, dissociative, somatoform, mood, schizophrenia, personality, autism

Psychotherapy: psychoanalysis, psychodynamic, behavioral, cognitive, humanistic, group, psychopharmacological, psychosurgery

Cognition

Encoding: effortful, automatic processing, mnemonic devices

Storage: Short-term, long-term, synaptic changes, implicit, explicit memories

Retrieval: priming,

Forgetting and memory construction

Heuristics and algorithm

Language: Chomsky, Vygotsky, Skinner, Whorf

Intelligence and Individual Testing

Testing: methodology, norms, reliability, validity

Intelligence: definitions, history, normal curve

INTELLIGENCE ACTIVITIES-

-What is intelligence? (Handout 10.2)-

-Designing and Administering an Intelligence Test (To Assess Intelligence?)

-Discussion of Savant Syndrome.

-Watch the film Rainman (or clip-depends on time) discuss.

- Take Multiple Intelligence Test (Howard Gardner) -Discuss Intelligence/Gardner's theory.
- Discuss Walter-Mischell 1960's Marshmello Study- Emotional Intelligence.
- Creativity Activity (p14-15) pp410-12.

Learning

- History of Behaviorism: Watson
- Classical conditioning: Pavlov, applications, update
- Operant Conditioning: Skinner, Thorndike, application, behavior modification, update
- Observational Learning: Bandura

Developmental Psychology

- Nature v. Nurture
- Womb to the Tomb: conception, infancy, adolescence, adulthood
- Theories: cognitive-Piaget, psychosexual stages-Freud, moral development-Kohlberg, social development-Erikson

Personality

- Psychoanalytic perspective: Freud, Jung, Adler, Horney
- Humanistic: Maslow, Rogers
- Trait perspective: Allport, Big 5, Eysenck, Greeks, Sheldon, MMPI-2
- Social cognitive perspective: Bandura, Seligman

Sensation and Perception

- Psychophysics: thresholds, signal detection theory
- Sensory organs and transduction: vision, auditory, olfactory, gustatory, proprioceptive
- Perception: attention, processing, gestalt

Motivation and Emotion

- Motivational concepts: instincts, drives, Maslow hierarchy
- Hunger and eating disorders
- Achievement motivation
- Industrial organization psychology
- Emotion: fear, anger, happiness, disgust, sad, surprise
- Theories of emotion: James-Lange, Cannon-Bard, Schacter-Singer

Stress and Health

- General adaptation syndrome: Selye
- Physiological impact
- Promotion of health

Social Psychology

- Group Dynamics: social facilitation, social loafing, deindividuation, bystander intervention, altruism, social exchange theory
- Attributional Processes: fundamental attribution error
- Interpersonal Perception: social construction of self, schemas, self-fulfilling prophecies, attraction

Conformity, Compliance, Obedience: Asch, Milgram
Attitudes and Attitude Change: cognitive dissonance theory, foot-in-the-door phenomenon, prejudice, stereotypes, attitude formation and change
Organizational Behavior: Group polarization, group think, extrinsic - intrinsic motivation, theory x - theory y management, task - social leadership
Aggression/Antisocial Behavior - genetic, biological, learning and cultural mechanisms, frustration and aggression

Altered States of Consciousness

States of Consciousness: information processing, day dreaming, circadian rhythm
Sleep: stages, dreaming, sleep disorders, why we sleep, Coren
Meditation, biofeedback, and hypnosis, Mesmer, Hilgard
Drugs: stimulants, depressants, hallucinogens, combination drugs, dependency and addiction

Board-Approved Instructional Materials

Myers, David. Psychology, Worth Publishers, 2010, Ninth Edition.
Myers, David. Psychology Study Guide, Worth Publishers, 2010, Ninth Edition.
Myers, David. Psychology Test Bank, Worth Publishers, 2010, Ninth Edition
Myers, David. Psychology Resource Materials, Worth Publishers, 2010, Ninth Edition.

Methods of Assessment

Final exams should be cumulative in nature, emphasizing the most essential benchmarks for the course. Results of the final exam represent 20 percent of the final grade, but this single measure *may not* drop a student's grade by more than one letter grade. In courses that rely heavily on a major project, performance exhibition, etc., the project should be divided into stages or components and each of those should be graded separately, providing students with frequent and specific feedback.

Board-Approved Grading Scale

Excerpts taken from School Board Rule 6452

GRADING SCALE

A+=98-100 percent	B+=86-89 percent	C+=76-79 percent	D+=66-69 percent
A=93-97 percent	B=83-85 percent	C=73-75 percent	D=63-65 percent
A-=90-92 percent	B-=80-82 percent	C-=70-72 percent	D-=60-62 percent
			F=0-59 percent

MAKE-UP WORK

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days without prior approval shall not be accepted for credit and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to

meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed upon deadlines.

See Rule 6452 in its entirety at: www.kusd.edu.