

**PSYCHOLOGY
ADVANCED PLACEMENT
COURSE OF STUDY
1999**

COURSE DESCRIPTION

This course addresses the basic concepts of psychology as prescribed by the College Board for the advanced placement program and leads to student participation in the advanced placement examination. The curriculum provides an overview of psychological topics ranging from infancy to adulthood within the limits of human behavior. Emphasis is placed on a scientific approach to understand behavior from a biological as well as a psychological perspective. It covers the history, approaches and methods of psychology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, development, personality, testing and individual differences, abnormal behavior, treatment of psychological disorders and social behavior.

STUDENT OUTCOMES, ACTIVITIES, AND RESOURCES

Students will:

- **Study the major core concepts and theories of psychology.**

Suggested activities may include but are not limited to the following:

1. Read biographies of notable psychologists who have contributed to the development of psychology as a science. Create presentations to be shared with class.
2. Apply a selected theory of psychology to a case study, i. e. characters from *Ordinary People*.
3. Describe a psychological disorder and psychological resolution based on the novel, *Catcher in the Rye*.

Suggested resources:

1. Meyers. *Psychology*. NY: Worth, 1998.
2. *Activities Handbook for Teaching Psychology* (APA)

3. Video: Ordinary People
4. Catcher in the Rye, J. D. Salinger

- **Define key terms and use these terms routinely.**

Suggested activities may include but are not limited to the following:

1. Utilize worksheets to define vocabulary in context.
2. Construct cue cards and test one another.
3. Create cross word puzzles to reinforce vocabulary.
4. Create on going vocabulary list via cue cards.

Suggested resources:

1. Teacher developed materials.
2. Student created materials.

- **Compare and contrast major theories in psychology.**

Suggested activities may include but are not limited to the following:

1. Create autobiographies of prenatal to present development by interviewing parents and significant others and apply psychological theories where appropriate.
2. Construct graphic organizer to aid in comparing the theories.

Suggested resources:

1. Parental interviews etc.
2. Teacher/student made materials.
3. Text: Psychology, Meyers

- **Learn the basic skills of psychological research.**

Suggested activities may include but are not limited to the following:

1. Design scientific experiment utilizing the scientific method.

2. Given a hypothetical experiment, students identify the components of research, i. e. independent and dependent variables etc.
3. Evaluate TV commercials to refute supposedly reliable research.

Suggested resources:

1. Text: Psychology, David Meyers, edition: fifth
2. Teacher created materials.
3. TV commercials as broadcast by various stations.

• **Apply psychological concepts to their own lives.**

Suggested activities may include but are not limited to the following:

1. Create personality collage that reflects own personality.
2. Utilize projective techniques to gain insight into own personality.
3. Complete personality inventory.
4. Paper bag personality game.

Suggested resources:

1. Briggs-Myers personality inventory
2. Student made materials
3. Teacher developed materials

• **Develop reading, writing and discussion skills.**

These processes and skills are included within the classroom practices and course content.

• **Learn ethical standards governing the work of psychologists.**

Suggested activities may include but are not limited to the following:

1. Examine case studies to determine ethical correctness or violations.

Suggested resources:

1. APA guidelines for ethical standards.

• **Understand the physiological and psychological relationship to human behavior.**

Suggested activities may include but are not limited to the following:

1. Create diagrams to reflect nervous system.
2. Give examples of how various nervous systems react to emergencies.
3. Give physiological examples of how the body maintains homeostasis.
4. Show the relationship between mood and behavior from a physical point of view.

Suggested resources:

1. Text
2. Teacher made materials

• **Understand the relationship among genetics, neuroscience, and behavior.**

Suggested activities may include but are not limited to the following:

1. Trace eye color, height, hair color, body shape, personality traits etc. from ancestry.
2. Evaluate personality traits utilizing the nature/nurture argument.
3. Give examples of genetically acquired abnormalities such as: color blindness, down syndrome, sickle cell anemia etc.

Suggested resources:

1. Parental interviews/ photographs
2. Text

3. Library research/ Internet web sites

• **Develop an understanding of how neurons function.**

Suggested activities may include but are not limited to the following:

1. Toilet experiment (Demonstration: how a urinal represents the firing of a neuron).
2. Trace the components of an individual neuron and label their functions.

Suggested resources:

1. School lavatory
2. Teacher developed materials
3. Text

• **Develop an understanding of the neural and hormonal systems.**

Suggested activities may include but are not limited to the following:

1. Create graphic organizer to show connection between central nervous system and hormonal system.
2. View Zimbardo video on these systems.
3. Give examples of neural and hormonal systems operating in adolescence and explain the developmental issues associated with these systems.

Suggested resources:

1. Video by Zimbardo
2. Student made materials
3. Text

• **Develop an understanding of brain structures and their functions.**

Suggested activities may include but are not limited to the following:

1. Complete Brain Game activity.
2. Trace the structures and label the functions of the brain: make graphic.
3. View a video on brain activity.

Suggested resources:

1. Brain Game activity: Rod Plotnik, University of San Diego
2. Teacher developed materials
3. Supplemental video-Philip Zimbardo

• **Compare and contrast the principles of operant and classical conditioning.**

Suggested activities may include but are not limited to the following:

1. Construct a graphic organizer comparing and contrasting the components of operant and classical conditioning.
2. Design an experiment to teach an animal a new response utilizing Pavlovian techniques.
3. Create a behavioral program utilizing operant conditioning technique to stop an annoying behavior-chewing gum, cigarette smoking, etc.

Suggested resources:

1. Student created materials.
2. Text
3. Teacher created materials.

• **Understand the major theories of sensation and perception and their respective roles in psychological practice.**

Suggested activities may include but are not limited to the following:

1. Identify Gestalt principles by viewing perceptual flash cards.

2. Experiment with sensory deprivation via blind-fold, ear plugs, etc.
3. Experiment with vision distortion goggles to demonstrate sensory adaptation.
4. Trace the various sensor receptors and label the functions.

Suggested resources:

1. Teacher made materials.
2. Distortion goggles.
3. Text

• **Develop a general understanding of the nature of consciousness, sleep, and dream activity.**

Suggested activities may include but are not limited to the following:

1. Interpret a given case-study dream utilizing Freudian interpretation.
2. Give examples of careers and the impact of sleep deprivation on performance.
3. Identify the various categories of drugs and their effects on states of consciousness.
4. Give examples of the three states of consciousness.

Suggested resources:

1. Student/teacher materials
2. Text
3. Guest speakers. Example: Substance abuse counselor

• **Develop an understanding of the major theories of human motivation and emotion.**

Suggested activities may include but are not limited to the following:

1. Construct Maslow's Hierarchy of Needs diagram and cite personal and

cultural examples.

2. Identify various areas of motivation and their effect on behavior: paper.
3. Cite examples of intrinsic and extrinsic motivation.

Suggested resources:

1. Library/Tech-center
2. Student materials
3. Text

• **Gain an understanding of what constitutes abnormal behavior and apply theories of abnormal psychology.**

Suggested activities may include but are not limited to the following:

1. View movie presentation: One Flew Over The Cuckoo's Nest.
2. Write a reaction paper on movie.
3. Distinguish neurotic disorders from psychotic disorders.
4. Select a mental disorder from DSM-IV and research.
5. View movie Mr. Jones .
6. Write a reaction paper .

Suggested resources:

1. Video-One Flew Over the Cuckoo's Nest
2. Video- Mr. Jones
3. DSM-IV manual
4. Student materials
5. Text

- **Apply the major psychological schools of thought(which include, psychoanalytic, behavioristic, cognitive, and humanistic theories) to abnormal behavior.**

Suggested activities may include but are not limited to the following:

1. Given a psychological case study explain how the various schools of thought would be applied.
2. Construct a diagram comparing the various components of psychological theory.
3. Research a chosen mental disorder and explain the most current therapies utilized .

Suggested resources:

1. Library/Tech-center.
2. Student created materials.
3. Text.

- **Understand the connection between social groups and psychological behavior.**

Suggested activities may include but are not limited to the following:

1. Cite examples of group versus individual mentality.
2. View Zimbardo's prison experiment.
3. Write a reaction paper to the prison experiment.
4. Discuss Stanley Milgram's controversial conformity experiment.
5. Give personal examples of peer group pressure and group conformity.

Suggested resources:

1. Video-Zimbardo and Social Conformity
2. Student materials

- **Apply every day principles of healthy living to psychological well being.**

Suggested activities may include but are not limited to the following:

1. Compare and contrast type “A” with type “B” personalities: create graphic organizer.
2. Identify psychological disorders directly related to stress.
3. Apply specific strategies to cope with stress.

Suggested resources:

1. Textbook
2. The Relaxation Response
3. Teacher developed materials

- **Identify, describe, and evaluate developmental theories.**

Suggested activities may include but are not limited to the following:

1. Create presentations regarding developmental theorists: Piaget, Erickson, Kohlberg etc..
2. Distinguish between mechanistic views and dynamic views of developmental psychology: graphic organizer, leading to presentations

Suggested resources:

1. Textbook
2. Library/media center
3. Teacher/student created materials

- **Explain the nature versus nurture issue of intelligence.**

Suggested activities may include but are not limited to the following:

1. Create graphics comparing and contrasting various definitions of intelligence.

2. Investigate twin studies evaluating the role of genetics vs. environmental influences on behavior.

Suggested resources:

1. Textbook
2. Teacher created materials

• **Identify and evaluate the measurements of intelligence.**

Suggested activities may include but are not limited to the following:

1. Study the functions of the IQ test.
2. Explore how intelligence tests and achievement tests identify learning disabilities.
3. Experiment with projective techniques utilized in intelligence testing.
4. Apply statistical concepts to intelligence testing.

Suggested resources:

1. Weschler Adult Intelligence Scale
2. Teacher developed materials
3. Text

CROSS-CONTENT WORKPLACE READINESS STANDARDS

Students will:

• **Develop career planning and workplace readiness skills.**

Suggested activities may include but are not limited to the following:

1. Listen to guest speakers in related fields to psychology
2. Field trips as applicable

Suggested resources:

1. Invited guests

- **Use technology, information and other tools.**

1. Infused throughout curriculum

- **Use critical thinking, decision-making, and problem-solving skills.**

1. Critical thinking skills are infused throughout the curriculum.
See activities as listed.

- **Demonstrate self-management skills.**

1. Infused throughout classroom practices.

- **Apply safety principles.**

1. Applied within school rules and regulations.

INSTRUCTIONAL STRATEGIES

Brainstorming

Journals

Webbing and mapping

Team notebook

Fish bowl

Jigsaw

Think pair share

Interviews

Panel discussions

Student presentations

Simulations

Lecture

Collaborative learning groups

Research technology

Role play activities

Reading textbook and out side source

Summer reading list

Note taking skills

EVALUATION

Students will be evaluated according to multiple indicators such as:

Tests

Quizzes

Homework

Class work: activities, simulations, participation in discussions

Teacher observation

Projects

Research

Self Evaluation

Group Evaluation