

***AP / Honors Psychology 1 and 2- Fall 2018 UWGB Credit CCIHS
Psychology 102 or Lakeland***

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available before school 7:30 am or by appointment

PSYCHOLOGY 1

Grades 11 & 12

Prerequisites: None

Semester Course - 1/2 credit

Honors/Advanced Placement

This is the first semester of a year course in introductory psychology. It is offered first semester only. Units covered include the nature and history of psychology, learning and cognitive processes, the workings of the mind and body, the developmental psychology from infancy through old age.

The basic content for honors psychology is the same as for regular psychology. Honors psychology, however, will cover content in greater detail and will focus more on concept. Students will be expected to do more reading and work outside of class. Instructional methods will include lecture/discussion, small group work, independent reading/research, role playing and community resources. **Evaluation will stress writing.**

Special Note: Students at North and South High School can receive college credit for this course either through Lakeland College or UWGB or taking the Advanced Placement test in spring for a fee. Questions about these options can be directed to the course instructor or the guidance counselor.

2604 PSYCHOLOGY 2

Grades 11 & 12

Prerequisites: Psychology 1

Semester Course - 1/2 credit

Honors/Advanced Placemen

This is the second semester of the year course in psychology. It is offered second semester only. Units covered include personality theory, testing, adjustment and breakdown, therapy and change, human relations and research in psychology.

The basic content for honors psychology is the same as for regular psychology. Honors psychology, however, will cover content in greater detail and will focus more on concepts. Students will be expected to do more reading and work outside of class. Instructional methods will include lecture/discussion, small group work, independent reading/research, role playing and community resources. **Evaluation will stress writing.**

Psychology 1 & 2 Benchmarks 6 main areas per APA

Essential

1. To develop an awareness of the complexity of human behavior.
 - To understand how are values consistent with social systems
 - To develop a better understanding of one's own behavior as well as the behavior of others.

Essential

2. To develop a cautious and critical attitude toward generalizations about human behavior.

To recognize the influence of needs and cultural values upon the generalizations that one makes about human behavior.

To recognize and accept our own needs and desires as sources of error and bias.

Essential

3. To create an understanding of ones own self-concept and improve upon it.

To recognize the uniqueness of each individual.

Essential

- 4.To understand how physiology effects the psychology of the individual

Essential

- 5.To understand developmental changes that occur over the life span

Essential

- 6.To understand the human cognitive processes

Essential Questions/Understandings

How much effect on your mental processes does Nature or Nurture have?
How does self-esteem/identity effect our behavior and beliefs? When making critical assessments, how can we correctly use generalization and interpretation? When in society, what determines how we behave?

General Assessment Framework:

All quizzes and tests are taken to mirror the AP testing structure. Students will take multiple choice and written essays with culmination in a comprehensive final each semester.

Honors Grading Scale and Weights:

Standard scale is applied with 60% as the lowest passing grade. Three tests each worth 400 points make up at 50% of the grade. 25%- chapter, quizzes, 25%- four papers/projects (separate sheet) make up the final 25%.

Text(s) Title:

Berenstein, Penner, Clarke-Stewart, Roy,. *Psychology 9th* edition. Houghton-Mifflin. 2012. Online edition

Classroom Expectations: (separate sheet)

Philosophy: This is an Honors class and I expect that type of discussion and behavior. You have chosen this class to challenge yourself. **You** must keep up with the reading.

You are responsible for the text. I will cover some of the material in lecture, but you are responsible for all of the text that I assign. (Yeah just like college!) I will attempt to make this class as relevant as possible. We will do hands on activities that make mirror what we are reading about. I think you will enjoy the class and the challenges that you will discover.

We will cover the first 9 chapters in the first semester. The rest will be read in semester two.

What can you do now?

1. Think reading. Always Read. Keep up. Set a schedule stick to it. Review and read well before the quizzes and tests. Finals are cumulative.
2. Do not miss class.
3. Set a goal of learning psychology, if you are determined you will succeed.

4. Ask if you do not understand. During class or outside of class you need to voice your questions.
5. Take notes in class and during reading. Studies show if you write you remember.
Do not just recopy the book. Notes are notes; clarifications in your own words write down examples to help you make sense.
6. Do not try to read each chapter all at once. Some are very long and full of vocabulary, and this will cause stress and failure.
7. Look at pictures, graphs, diagrams because they will help you and are not to be skipped.
8. What are your goals and priorities? Are you ready for this college level class? Do you have the May AP test as a goal? Do you want to take this for Kapp credit through Lakeland? If you value academics, then this class is for you. If you value social activities above all, then this probably is not a class for you and you should move to the regular class. If you have too many other responsibilities, such as part-time job, sports , television, family responsibilities, then this probably is not the class for you.
9. How much time you need will depend on your strengths and weaknesses. If you read well it will take less time for you to process the material. Strong correlations exist between AP success and being a good reader. You need to make a commitment of time . If you are not a strong reader and do not have the time to give , this class is not for you.
10. This class will require you to have access to the inter net and word processing of all assignments. The students will have to access links and web sites on various topics for research in journals such as: Psychological Bulletin, American Psychologist, Contemporary Psychology, APA's psycnet, Psych online, and Interpsych.

Typed Assignments

1. Paper one Reflection introspection 5 pages dbl spaced . You pick a topic you analyze your behavior. You dissect vocab. And application of the knowledge of your text . half story narrative half analysis due Sept 300 points

2. Paper 2 Topical report - 5 pages dbl spaced outlining the 5 w's of this subject . Origins , sources , definitions , causes etc. must have personal voice and be proof read with works cited (not one of the 5) This paper is informational in nature and must be written in proper style. The reader is to gain knowledge of the current connections to psychology within the realm of this topic . Due Oct

3. Paper 3 Reflection of Demonstration. 2pages to one and half
Separate handout Due Nov.

4. Paper 4 Intro due Dec 18th
Paper separate handout Due Jan

OBJECTIVES

Unit 1 (History, Methods, and Approaches) (2weeks)

- Students will be able to discuss/ recognize the 5 main schools of thought. Founders, concepts, and beliefs
- Students will have knowledge of research methods and will show these by conducting original research(including hypothesis, theory, sample, variable, and placebo). Also the advantages and disadvantages of all types of research
- Students will have knowledge of statistic types inferential/ descriptive
- Students will know ethical stands of the APA
- Students will understand the methodology of psychology and the scientific process of reasoning to explain causality
- Examine careers within psychology

Unit 2 (Biological Basis of behavior) (3weeks)

- Students will know/ recognize/understand:
- the main parts of the brain: lower, mid fore brain, limbic system, lobes, strips and spinal cord; function and location. Through a diagram quiz and discussion
- the processes of thought within the brain and mental adaptation
- Note differences between brain scans

- Know all parts of the nervous system , CNS, PNS and subsections
- Endocrine system
- Genetics affects on behavior
- Neurons , structure and function
- Split-brain research through a right/ left brain test
- Major neurotransmitters
- Assess the effects of genetics and environment on the brain

Unit 3 Sensation and Perception (3 weeks)

Students will be able to understand/ know/ recognize:

- Thresholds of Senses- Weber's and JND
- Mechanisms of attention and adaptation
- Parts of eyes and ears and function
- Process of perception- Location
- Concepts of adaptation and constancy
- Explain Gestalt concepts ie. Figure-ground, closure Etc.
- Describe depth cues-monocular, binocular
- The nature of attention
- Illusions of the mind by experience of overheads and books
- The examination of the how the brain makes sense out of the physical sensations in the environment

Unit 4 States of Consciousness (1 1/2 week)

Students will know and recognize:

4. Reasons for dreams and sleep
5. Affects of Drugs on Consciousness
6. Effectiveness of hypnosis and uses(also through a video)
7. Stages of sleep (rem and nrem)
8. Seasonal affective disorder and its cures

Unit 5 Learning (2 weeks)

Students will know and understand:

- Biological factors of learning
- Classical conditioning
- Operant conditioning
- Social Learning

Students will make associations and recognize the contributions of Pavlov, Skinner, Watson, Thorndike

Students will be able to make examples of different schedules of reinforcement- ratio and interval

Students will demonstrate how we make changes in our behavior through experience

Unit 6 Cognition (3 weeks)

Students will recognize and understand the functions and purposes of:

- Memory types- LTM STM SM
- Problem Solving and Creativity
- Language as it structures thought and abilities
 - Phonemes, Over extension, Over generalization
- schemas as problems solving adaptable intelligence
- how we remember
- how we can improve our memory

Unit 7 Motivation and Emotion (2 weeks)

Students will:

-know and be able to express the biological bases for emotion and motivation

-recognize the differences between the theories of motivation
ie primary and secondary drives, Maslow's hierarchy of needs, drive reduction theory

-understand the biological basis for hunger, thirst, and pain

-recognize social motives such as approval and belonging

-know the differences between the 3 major theories of emotion

Unit 8 Development (2weeks)

Students will understand /recognize/know:

- The stages of cognitive development through life span approach
- Heredity/Environment issues
- Major theories Piaget, Kohlberg, Erickson
- The Dimensions of Development (physical, cognitive, social, and moral)
- Sex roles and sex differences

Unit 9 Personality (2weeks)

Students will know/ understand/ remember:

- All major personality theories and approaches
- Research methods used to study personality (group vs individualized testing)
- Assessment techniques (objective vs. subjective)
- Self-concept will assessed through a paper written about their own source of personality characteristics
- Sources of self-esteem
- Growth of personality including adjustments (nurture/nature)

Unit 10 Intelligence and Individual Differences (2 weeks)

Students will know and understand / recognize:

- Testing standardization, Norms, reliability, validity types
- Ethics in testing i.e. debriefing of subjects after experimentation
- Intelligence testing types and modifications
- The role of Nature vs. Nurture in IQ development
- The role of diversity in intelligence (Howard Gardner)

Unit 11 Abnormal Psychology and Treatment (Three Weeks)

Students will know/recognize/ describe:

- The complexity of defining “abnormal” behavior
- Different disorders by major division and the treatment that is most often used successfully by each School or Approach.

Divisions:

Anxiety, Somatoform, Mood, Schizophrenia, Organic, Personality, Dissociative

Approaches and beliefs about disorders sources:

Behaviorist, Humanist, Cognitive, Psychodynamic, Biological

Differentiate between drug therapies

Know the problems with ETC and lobotomy

Unit 12 Social Psychology(3 weeks)

Students will understand the field that crosses between the individual and group processes

Students will understand how we behave in relation to one another including social contexts influence on behavior

Students will recognize/ understand/ know

- Group Dynamics (Lewin) as influenced by the presence of others
- Attribution
- Interpersonal perception as influenced by groups
- Conformity/compliance/ obedience (Stanford prison experiment)
- Attitude and attitude change
- Aggression both biological and social
- Anti- social behavior and its sources
- Why people are attracted to each other