

Advanced Placement Psychology

Paoletti's Recommendations for Success

WHS 1998

The following is presented to explain what is expected of you this term and what you can expect from this class. These guidelines are presented in an attempt to insure your success. As this class is an elective, any student not able to meet these expectations will be dropped from the class.

1. Come to class prepared. Each day, students will need:

**pen/pencil/paper*

*class text notebook

***Agenda Book**

***a good attitude**

2. Be seated BEFORE the late bell rings. Students who are NOT in their seats at this time will be marked tardy. If you are tardy, you are required to fill out a tardy report before taking your seat. **Note: Books at your desk does not mean you are on time. YOU must be at your desk.**

1 tardy... warning

2 tardies... call home

3 tardies... referral to administration

In addition, you must be in your assigned seat 2 minutes before the bell rings to be dismissed. If you leave the room without permission, for any reason, you will be written up for truancy.

3. **Turn all work in on time.** Late work will not be accepted. If there are extenuating circumstances that exist that prevent you from completing an assignment, you must submit a signed letter from your parent or guardian explaining the circumstances and requesting an extension. Such requests will be evaluated on a case by case basis. If you are absent, you will have the same number of days to make up your work. Make use of the Lesson Log Book to get your make-up work. **IT IS YOUR RESPONSIBILITY TO GET YOUR MAKE-UP WORK.** If you neglect to do this, your grade will be a zero for those assignments.

4. The following are NOT permitted and are grounds for disciplinary action:

***PROFANITY**

***FOOD/DRINKS**

***HATS**

***DISRESPECT**

The units circled are the ones covered while I taught Adnan

ADVANCED PLACEMENT PSYCHOLOGY - UNITS, QUESTIONS, OBJECTIVES

UNIT: Approaches and History (1 week)

QUESTION: Why study psychology?

- develop a rationale for the study of psychology
- describe behaviors of interest in psychology
- evaluate the goals of psychology

QUESTION: How did psychology develop a scientific study of behavior?

- investigate the pioneers of psychological studies
- describe structuralism and functionalism

QUESTION: How do the various schools of psychology differ?

- describe each of the major approaches to the explanation of human behavior
- interpret case studies applying selected psychological approaches

UNIT: Methods (2 weeks)

QUESTION: How does psychology acquire information about behavior?

- describe and apply the experimental method
- describe and evaluate naturalistic observation
- design a survey using representative samplings
- demonstrate uses of case studies

QUESTION: How does psychology measure behavior?

- compute correlational coefficients to describe relationships
- describe appropriate uses of measurements of central tendency
- describe appropriate uses of measures of variability
- form inferences using sampling errors and differences between means

QUESTION: How does psychology ensure the accuracy of observations and measurements?

- describe the scientific method and its safeguards
- analyze research using standardized procedures
- analyze the use of controls during psychological research
- assess accuracy of measurements using tests of reliability and validity

QUESTION: What ethical issues confront the collection and measurement of psychological information?

- describe practices such as informed consent, right to privacy, deception, and their relationships to professional ethics
- explain how animal research provides insights regarding human behavior
- analyze issues related to control
- describe appropriate guidelines for debriefing

UNIT: Perception (2 weeks)

QUESTION: What processes and principles affect perception?

- describe ways in which sensations are screened
- analyze how figure, ground, and closure contribute to vision
- determine how principles of perceptual grouping organize vision
- explain perceptions of apparent motion
- analyze processes of depth perception
- determine how size and shape constancies affect perception

UNIT: States of Consciousness (1 week)

QUESTION: What is consciousness?

- identify conscious behaviors
- describe the positive and negative effects of sensory deprivation

QUESTION: How are states of consciousness altered?

- describe the concept of circadian rhythms
- explain the four stages of sleep
- describe and differentiate sleep disorders
- critically analyze Freudian dream analysis
- evaluate current dream theories
- describe hypnosis as an altered state
- compare forms of meditation
- describe the effects of non-prescription and prescription drugs on states of consciousness

UNIT: Learning (2 weeks)

QUESTION: How is behavior affected by classical conditioning?

- describe Pavlov's demonstration of classical conditioning
- describe circumstances affecting the acquisition and extinction of classical conditioned responses
- analyze learning through generalization, discrimination, and higher-order conditioning
- apply principles of classical conditioning to reactions such as taste aversion and systematic desensitization

QUESTION: How is behavior affected by operant conditioning?

- describe the development of operant conditioning by Thorndike and Skinner
- analyze circumstances affecting development of operant conditioning
- describe the nature and levels of reinforcers
- determine the effects of varying reinforcements
- evaluate the effectiveness of punishment on changing behavior
- apply principles of operant conditioning to conditions such as learned helplessness and behavior modification

UNIT: Developmental Psychology (3 weeks)

QUESTION: What behaviors and abilities develop from infancy through childhood?

- explain how heredity and environment affect development
- identify the normal sequence of physical development from infancy through childhood and from adolescence to the end of life
- analyze how children acquire language and thinking abilities
- compare and contrast the child development theories of Piaget and Erikson
- explain the process of socialization and emotional development as researched by Harry Harlow
- give examples of traditional gender roles and explain how they are acquired

QUESTION: How do behaviors and abilities change during adolescence through the end of life?

- explain and apply the theories of Erikson, Piaget, Levinson, and Gould
- identify Kohlberg's stages of moral development
- cite the physiological, cognitive, and social changes associated with aging
- recognize basic reactions to death and patterns of bereavement

UNIT: Personality (2 weeks)

QUESTION: How do the major theories of personality development explain behavior?

- explain and evaluate type and trait theories
- compare and contrast the psychodynamic theories of Freud and Jung
- analyze the basic tenets of Humanistic and Social Learning theories

QUESTION: How do psychologists assess personality?

- distinguish between objective and projective personality tests
- evaluate uses of personality testing

UNIT: Testing and Individual Differences (2 weeks)

QUESTION: How is intelligence defined and assessed?

- describe the development of intelligence testing by Binet and Terman
- distinguish categories of tested intelligences and aptitudes
- identify commonly used intelligence tests
- describe forms of mental impairments

QUESTION: How are individual differences measured?

- describe measurements of reliability and validity
- describe factors leading to test standardization
- interpret distribution curves and standard deviation
- compute IQ and deviation IQ

QUESTION: What factors influence conformity, compliance, and obedience?

- describe effects of group pressure as demonstrated by the Asch effect
- determine the relationship between authority and obedience as demonstrated by Milgram
- analyze factors affecting decisions during the stages of bystander intervention

QUESTION: How do people construct their views of other individuals and understand their interactions with others within a social setting?

- describe the conflict that occurs after decision making
- identify reasons for the fundamental attribution error