



Advanced Placement Psychology 12

AP Psychology is intended for students who are interested in advanced placement standing which is equivalent to a First Year Psychology Course at a college/university level. AP Psychology is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and learn about the scientific methods and phenomena associated with each of the major subfields within psychology.

Admission to AP Psychology depends on the students' interest in the subject as well as on their academic record. It is recommended that students obtain at least 72% overall in Biology before taking AP Psychology. That said, many highly motivated students have successfully completed AP courses and have obtained university credit and/or advanced placement through the AP Examinations.

Students who successfully complete this AP course and exam will obtain university credit and/or advanced placement through the AP Examination. The AP examination is approximately two hours long; it includes a 70-minute multiple-choice section and a 50-minute "FRQ" essay question section. It is usually scheduled on the Monday or Tuesday in the first or second week of May. The multiple-choice section accounts for two-thirds of the students' examination grade and the FRQ essay section for the remaining one-third. The percentage that follows each of the topics listed in the "Outline of course content" below correlate to the multiple-choice part of the exam.

Advanced Placement Psychology is scheduled in a semester schedule. Each class meets every day of the semester. Please manage your class and homework time.

BC Redesigned Science Curricular Competencies

Students are expected to learn and be able to do the following:

1. Questioning and predicting

- Formulate a variety of questions based on a scientific concept or observation.
- Formulate multiple hypotheses (If...then...)

2. Planning and conducting

- Design an experimental procedure to test a hypothesis.
- Ensure that safety and ethical guidelines are followed in their investigations
- Use appropriate units and equipment to collect and record data
- Apply the concepts of accuracy and precision

3. Processing and analyzing data and information

- Seek and analyze patterns, trends, and connections in data, and describe relationships between variables
- Perform calculations and analyze data and results
- Construct, analyze and interpret graphs, models and/or diagrams
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

4. Evaluating

- Evaluate their methods and experimental conditions
- Describe specific ways to improve their investigation methods and the quality of the data
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources
- Consider the changes in knowledge over time
- Connect scientific explorations to careers in science
- Identify sources of error or uncertainty, outliers, and possible alternative explanations and conclusions
- Consider social, ethical, and environmental implications of the results from scientific research



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•Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems

5. Applying and innovating

- Create and improve ideas when problem solving
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Use strategies to solve problems in real-life and theoretical situations

6. Communicating

- Use models to describe a phenomenon
- Communicate scientific ideas by constructing evidence-based arguments
- Express and reflect on a variety of experiences and world views

Bring these materials to every class:

Laptop/charger: Ensure your device is charged and functional prior to class. Bring your device as you would your binder.

Binder/writing tools: Organization is key! You are expected to have a binder with dividing tabs to store your handouts and unit work. You will also need various writing tools: pencils, pens, highlighters, and lined paper for reading/writing activities.

Separate notebook/separate binder section: Students take unit notes and make annotations to organize the content. You need a separate notebook or a separate binder section for each unit. Some students like the “Ruled Exercise Books” used in elementary school. These usually run for roughly \$1.

Course Objectives and Units

The central question addressed in AP Psychology is, “How do psychologists think?” The psychologist David Myers wrote that to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding”. Each psychology unit uses the bio-psycho-social approach to human mental processes and behaviour. The essential question is, how do people’s biology, thinking, and the social environment affect their mental processes and behaviours?

Outline of course content and skills

AP Psychology introduces the methods of inquiry and evaluation used by psychologists. The course provides information relating to issues that all humans encounter not only personally but also relationally. Students will acquire insight into the complex determinants of behaviour and develop an appreciation of individual differences.

AP Psychology’s curriculum content areas are set within a tight timeline: NOTE the relevant Myers’ chapters

1. UNIT 1 Scientific Foundations of Psychology (10 class periods/12% AP Exam weighting)
 - 1.1 Introduction to Psychology (Introduction to APA writing style)
 - 1.1 History
 - 1.2 Perspectives: Structuralism, Functionalism, Gestalt, Biological, Behavioural, Cognitive, Humanistic, and Psychodynamic (Researchers Wundt, James, Kofka, Pavlov, Darwin, Erikson...)
 - 1.3a Research Methods: experimental, correlational and clinical research
 - 1.3b Experimental Method
 - 1.4 Selecting Research Methods
 - 1.5 Statistical Analysis: descriptive and inferential
 - 1.6 Ethical Guidelines: Consent, disclosure...
2. UNIT 2 Biological Bases of Behaviour (9 class periods/9-12% AP Exam weighting)
 - 2.1 Interaction of Heredity and Environment (Researchers Plomin-genetics, Rozenweig-nature-nurture)
 - 2.2 The Endocrine System: physiological techniques
 - 2.3 Overview of the Nervous System and the Neuron
 - 2.4 Neural Firing
 - 2.5 The Influence of Drugs on Neural Firing



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2.6 The Brain

2.7 Tools for Examining Brain Structure and Function

2.8 The Adaptable Brain/Plasticity

2.9 Sleep and Dreaming: sleep and dreaming; hypnosis; psychoactive drug effects (Researcher Freud)

3. UNIT 3 Sensation and Perception (7 class periods/7% AP Exam weighting)

3.1 Principles of Sensation: sensory mechanisms; receptor processes; sensory adaptation; attention; attention (Weber, Gestalt)

3.2 Principles of Perception: thresholds, perceptual processes

3.3 Visual Anatomy

3.4 Visual Perception

3.5 Auditory Sensation and Perception

3.6 Chemical Senses

3.7 Body Senses

4. UNIT 4 Learning (7 class periods/7% AP Exam weighting)

4.1 Introduction to Learning: biological factors (Researchers Thorndike, Watson, Pavlov, Skinner, Bandura)

4.2 Classical Conditioning

4.3 Operant Conditioning

4.4 Social and Cognitive Factors in Learning: Social Learning Theory

5. UNIT 5 Cognitive Psychology: Memory, Thinking, Intelligence, and Language (11 class periods/14% AP Exam weight)

5.1 Introduction to Memory (Researchers Ebbinghaus, Loftus, Chomsky, Vygotsky, Whorf)

5.2 Encoding

5.3 Storing

5.4 Retrieving

5.5 Forgetting and Memory Distortion

5.6 Biological Basis of Memory

5.7 Introduction to Thinking and Problem Solving

5.8 Biases and Errors in Thinking: creativity

5.9 Introduction to Intelligence (Researchers Binet, Terman)

5.10 Psychometric Principles and Intelligence Testing: standardization and norms; reliability and validity; types of tests; ethics and standards in testing; heredity/environment and intelligence

5.11 Components of Language and Language Acquisition

6. UNIT 6 Developmental Psychology (7 class periods/8% AP Exam weighting)

6.1 The Lifespan and Physical Development of Childhood: (Researchers Piaget, Kubler-Ross, Kohlberg, Erikson, Freud)

6.2 Social Development in Childhood: developmental theories; heredity-environment issues; research methods (longitudinal, cross-sectional)

6.3 Cognitive Development in Childhood: dimensions of development (physical, cognitive, social, moral)

6.4 Adolescent Development

6.5 Adulthood and Aging

6.6 Moral Development

6.7 Gender and Sexual Orientation: sex roles and differences

7. UNIT 7 Motivation, Emotion, and Personality (10 class periods/13% AP Exam weighting)

7.1 Theories of Motivation (Maslow)

7.2 Specific Topics in Motivation: biological basis; hunger, thirst, sex, and pain; social motives; stress

7.3 Theories of Emotion (Researchers Darwin, James-Lange, Cannon-Bard, Schacter)

7.4 Stress and Coping (Researcher Selye)

7.5 Introduction to Personality (Researchers Freud, Jung, Myers-Briggs, Maslow, Bandura)

7.6 Psychoanalytic Theories of Personality



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- 7.7 Behaviorism and Social Cognitive Theories of Personality
- 7.8 Humanistic Theories of Personality
- 7.9 Trait Theories of Personality
- 7.10 Measuring Personality: assessment techniques; self-concept and self-esteem; growth and adjustment
- 8. UNIT 8 Clinical Psychology (11 class periods/14% AP Exam weighting)
 - 8.1 Introduction Psychology Disorders (Diagnostic and Statistical Manual of Mental Disorders - DSM V): theories and diagnosis of psychopathology;
 - 8.2 Psychological Perspectives and Etiology of Disorders
 - 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders
 - 8.4 Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
 - 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic System and Related
 - 8.6 Feeding and Eating, Substance and Addictive, and Personality Disorder
 - 8.7 Introduction to Treatment of Psychological Disorder
 - 8.8 Psychological Perspectives and Treatment of Disorders
 - 8.9 Treatment of Disorders from the Biological Perspective: insight therapies, psychodynamic/phenomenological approaches; behavioural approaches; cognitive approaches; biological therapies; community and preventative approaches
 - 8.10 Evaluating Stress, Weakness, and Empirical Support for Treatments of Disorders
- 9. UNIT 9 Social Psychology (8 class periods/9% AP Exam weighting)
 - 9.1 Attribution Theory and Person Perception: group dynamics; interpersonal perception
 - 9.2 Attitude Formation and Attitude Change
 - 9.3 Conformity, Compliance, and Obedience (Researchers Asch, Milgram, and Zimbardo roleplaying)
 - 9.4 Group Influences on Behaviour and Mental Processes: organizational behaviour
 - 9.5 Bias, Prejudice, and Discrimination: aggression/anti-social behavior
 - 9.6 Altruism and Aggression
 - 9.7 Interpersonal Attraction
- 10. UNIT 10 Mini Inquiry Question Research project (last week in the semester)
- 11. AP Psychology exam – May__, 2021

Procedures for Assessment and Evaluation

Students will be evaluated on their understanding of unit curriculum and skills through exams, labs, assignments, and discussions. All tasks will be graded on writing and critical thinking skills as well as on content that is relevant to the particular assignment.

AP Psychology College Board weighting for curricular content and skills:

- UNIT 1 12% Scientific Foundations of Psychology (communicating, questioning, and predicting)
- UNIT 2 12% Biological Bases of Behaviour (planning and conducting)
- UNIT 3 8% Sensation and Perception (processing, analyzing, and evaluating)
- UNIT 4 9% Learning (applying and innovating)
- UNIT 5 13% Motivation, Emotion, and Personality
- UNIT 6 9% Developmental Psychology
- UNIT 7 13% Motivation, Emotion, and Personality
- UNIT 8 14% Clinical Psychology
- UNIT 9 10% Social Psychology

UNITS 1-9 are 80% of the final mark

UNIT 10 the Mini Inquiry Question and researched powerpoint and script is 20% of the final mark

Types of tasks:



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1. In-class and take-home oral and written tests: Tests are modeled on the AP Psychology College Board Exam with multiple-choice questions. Questions similar to David Myers' *Psychology* online quizzes are found on Ms. BT's website < <http://bryant-taneda.weebly.com/advanced-placement-psychology-12.html>>. Tests are scheduled at the end of every unit with focus on vocabulary, skills, and FRQs (Free Response Questions).

2. Online and in-class assignments: Assignments come in the format of Psychology Experiment Journal and FRQs. FRQs are modeled on the AP Exam format. Projects focus on the psychological experimental method and brain structure. Works Cited must always accompany analysis/research assignments. Familiarize yourself with and use the APA style.

3. Small and large group lab work, collaboration, and discussion: Collaboration and discussions may be informal and formal. Experimental research in the form of articles and videos are often the basis for group analysis. The basis for in-class and online discussion may be articles, classroom handouts, activities, and discussion questions.

Students are required to use American Psychological Association (APA) style in writing assignments. As well students need to access psychological journals and magazines - American Psychological Association (free online articles), Health Psychology, PsychOPEN - and online media. Students must be proficient in using the computer and online research tools for homework and research purposes.

Weighting for each semester:

1. Semester work –80%

2. Mini inquiry question and researched powerpoint –20%

The Mini Inquiry Research Question consists of a formal written script that complements a PowerPoint that may include audio/voiceover recording.

Absences:

Students who are absent must complete missed work. In addition to completing missed work, students provide a note explaining the reason for the absence signed by a parent or guardian.

Course connections to Graduate Profile

AP Psychology has great potential for drawing upon the natural curiosity and interest that adolescents have concerning their development and behaviour. Many psychological concepts relate directly to the current state of the COVID pandemic and immediately to students' emerging sense of identity. As students delve into psychology curriculum, they will develop a sense of biological, psychological, and social understanding for others as well as themselves. The Langley Graduate Profile ties in well with AP Psychology curriculum: students will be successful learners who integrate their understanding with their daily social life as well as commit to a high standard of achievement.

Plagiarism and Giving Credit

In contrast to giving credit through in-text citations and Works Cited, plagiarism - derived from the Latin word *plagiarus*, which means kidnapping or abducting - is when someone uses someone else's words and passes them off as their own. Plagiarism is a moral offence and may constitute copyright infringement. Acts of plagiarism are recorded with the WGSS departments. A student may receive a score of zero ("0") on the plagiarized work.

Works Cited and Curriculum Resources

Annual research and/or participation in collegial reading and marking

AP College Board Released Exam in Psychology and other support materials provided by the College Board

APA materials for high school teachers.

Bryant-Taneda, Julia. AP Psychology Curriculum. 2020. Bryant-Taneda website <http://bryant-taneda.weebly.com/>

Fenton, N. and Swope, J. AP College Board Psychology Online Videos. 2020.

Google Scholar: <https://scholar.google.ca/>

Myers 7th edition online quizzes and study material

Myers, David. *Psychology* 6th, 8th, and 11th edition (New York; Worth, 2008, 2010, 2014).

Advanced Placement Conference.

Worth Publishers Student Center for Myers Psychology 2nd edition online. Worth Publishers Teaching Modules.