

**Murrieta Valley Unified School District
High School Course Outline
April 2013**

Department: Social Science

Course Title: Advanced Placement Psychology

Course Number: 1890

Grade Level: 11-12

Length of Course: Year

Prerequisites: Advanced Life Science recommended.

UC/CSU (A-F) Requirement: F

I. Goals

The students will:

- A. Analyze the role of the brain in controlling behavior.
- B. Identify major psychological theorists and analyze contributions to the field.
- C. Compare and contrast various elements in theories on learning, perception, personality development and emotions.
- D. Analyze and identify various abnormal psychological states, as well as theories behind their causes and treatment.
- E. Identify and describe the characteristics of behavior and crises of each stage of human development from early childhood through old age.
- F. Utilize the basic skills of psychological research.
 - 1. Devise simple research projects.
 - 2. Utilize basic statistical analysis.
 - 3. Interpret and generalize from results.
 - 4. Evaluate the general validity of research results.
- G. Analyze the ethical standards governing the work of psychologists.
- H. Maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.

- I. Apply what is taught in class to one's personal life.

There are currently no standards specified for this course in the California State Social Science Framework; however, the course is based on the extensive standards and recommendations of the College Board for Advanced Placement Psychology and national standards for the teaching of high school psychology developed by the American Psychological Association.

II. Outline of Content for Major Areas of Study

Semester 1

- A. Methods, Approaches, History
 - 1. Logic, Philosophy, and History of Science
 - 2. Approaches
 - a. Biological
 - b. Behavioral
 - c. Cognitive
 - d. Humanistic
 - e. Psychodynamic
 - 3. Experimental, Correlational, and Clinical Research
 - 4. Statistics
 - a. Descriptive
 - b. Inferential
 - 5. Ethics in Research
- B. Biological Bases of Behavior
 - 1. Physiological Techniques
 - 2. Neuroanatomy
 - 3. Functional Organization of Nervous System
 - 4. Neural Transmission
 - 5. Endocrine System
 - 6. Genetics
- C. Sensation and Perception
 - 1. Thresholds
 - 2. Sensory Mechanisms
 - 3. Receptor Processes
 - 4. Sensory Adaptation
 - 5. Attention
 - 6. Perceptual Processes
- D. States of Consciousness
 - 1. Sleep and Dreaming
 - 2. Hypnosis
 - 3. Psychoactive Drug Effects

- E. Learning
 - 1. Biological Factors
 - 2. Classical Conditioning
 - 3. Operant Conditioning
 - 4. Social Learning
 - 5. Cognitive Processes in Learning
- F. Cognition
 - 1. Memory
 - 2. Language
 - 3. Thinking
 - 4. Problem Solving and Creativity

Semester 2

- A. Motivation and Emotion
 - 1. Biological Bases
 - 2. Theories of Motivation
 - 3. Hunger, Thirst, Sex, and Pain
 - 4. Social Motives
 - 5. Theories of Emotion
 - 6. Stress
- B. Developmental Psychology
 - 1. Life-Span Approach
 - 2. Research Methods
 - a. Longitudinal
 - b. Cross-sectional
 - 3. Heredity-Environment Issues
 - 4. Developmental Theories
 - 5. Dimensions of Development
 - a. Physical
 - b. Cognitive
 - c. Social
 - d. Moral
 - 6. Sex Roles, Sex Differences
- C. Personality
 - 1. Personality Theories and Approaches
 - 2. Research Methods
 - 3. Assessment Techniques
 - 4. Self-concept, Self-esteem
 - 5. Growth and Adjustment
- D. Testing and Individual Differences
 - 1. Standardization and Norms
 - 2. Reliability and Validity
 - 3. Types of Tests

4. Ethics and Standards in Testing
 5. Intelligence
 6. Heredity/Environment and Intelligence
 7. Human Diversity
- E. Abnormal Psychology
1. Definitions of Abnormality
 2. Theories of Psychopathology
 3. Diagnosis of Psychopathology
 4. Anxiety Disorders
 5. Somatoform Disorders
 6. Mood Disorders
 7. Schizophrenic Disorders
 8. Organic Disorders
 9. Personality Disorders
 10. Dissociative Disorders
- F. Treatment of Psychological Disorders
1. Treatment Approaches
 - a. Insight Therapies
 - b. Psychodynamic/Phenomenological Approaches
 - c. Behavioral Approaches
 - d. Cognitive Approaches
 - e. Biological Therapies
 2. Modes of Therapy
 - a. Individual
 - b. Group
 3. Community and Preventive Approaches
- G. Social Psychology
1. Group Dynamics
 2. Attribution Processes
 3. Interpersonal Perception
 4. Conformity, Compliance, Obedience
 5. Attitudes and Attitude Change
 6. Organizational Behavior
 7. Aggression/Antisocial Behavior

III. Accountability Determinants

- A. This course is designed to prepare students to take the Advanced Placement test in Psychology offered by the College Board. Advanced Placement students will be learning college level material and will need additional time outside of class to prepare for each class meeting and to complete assigned readings.
- B. Attendance is a must in an Advanced Placement course. More than five absences in a semester will result in a parent/teacher/student conference where the student's

continued enrollment will be determined.

- C. Participation in large and small groups is a necessity.
- D. Completion of reading and study guide assignments.
- E. Unit multiple-choice and essay tests and/or research projects and presentations.
- F. Final exam multiple-choice and essay tests and/or research projects and presentations.
- G. Preparation and presentation of prepared speeches and debates.
- H. Completion of over break and vacation assignments.

IV. AP Exam Requirement

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay \$5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

V. Required Texts

Psychology. 8th edition, Myers, D.G. Worth Publishers. 2007

Study Guide to accompany David G. Myers Psychology. 8th edition, Straub, Richard. Worth Publishers. 2007

VI. Supplementary Materials

Selections from the original writings of the major psychologists and current research articles in the field.