

AP^{*}

PSYCHOLOGY

**A PRACTICAL GUIDE
FOR TEACHERS**

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PSYCHOLOGY ○ **Contains**

- Syllabus
- Lesson Plans
- Terms
- Test-Taking Skills
- Essay Questions
- Essay Guidelines
- Debate Topics & Format
- Networking Assignments



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How to Use This Guide

This curriculum guide has been produced to help both new and experienced instructors improve their Advanced Placement Psychology course, with the ultimate goal being an increase in the pass rate on the AP exam. Designed as an idea book, the guide offers some practical suggestions for organizing and teaching AP Psychology. Feel free to adapt and modify the activities to suit your students' needs. It is hoped that the activities and information provided will serve as a springboard for developing new activities.

This guide is designed with four main objectives:

1. To improve the student's writing style.
2. To improve the student's ability to make arguments.
3. To enhance the student's ability to critically evaluate scholarly works and methods.
4. To enhance the student's ability to synthesize data relating to psychology.

This curriculum guide is divided into six units that contain handouts, lecture outlines, lessons and numerous activities. In order to use this guide effectively, it is imperative that the instructor *read the teacher's guide carefully for each activity*. The teacher's guide coordinates all of the components and activities for each unit. The teacher's guide is located at the beginning of each unit.

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Unit 1: Introduction

Teacher's Guide

1. It is imperative to distribute a college-style syllabus on the first day of the class. The syllabus must contain the major emphasis of the course, reading assignments, discussion of work load and grades.
2. Modify, personalize and reproduce the Sample Syllabus (pages 3-5) for distribution to students.
3. Grading policy

The instructor may consider the following breakdown for grades:

- A. Exams make up one-third of the student's grade. Four major exams occur during a semester (two multiple-choice and two essay).
 - B. Chapter quizzes, essays, networking assignments, and debates compromise the second third of the grade.
 - C. Class participation constitutes the last third of the grade. The instructor may utilize the following grading scale for participation: Students receive the mark of 0 for no participation, 1 point for regular participation, 2 points for an outstanding contribution and 3 points if they conducts the class. Students may conduct seminars in class by leading the discussion of an article as found in section 6 of this publication. A student receives the mark of -1 if he or she is unprepared. This type of grading builds participation and discussions. The instructor should consider allowing the students to view participation grades before or after class. Some instructors keep a separate gradebook for participation.
4. The amount of printed materials distributed in the AP course is substantially higher than in of a regular class. The student will need access to this material to study for the class exams and the AP exam. A well organized notebook as described in the syllabus is a necessary element of the course.
 5. Selection of textbooks is a crucial decision. An AP course cannot be taught adequately with a high school-level text. Page 13 contains a list of the most popular texts used in the course. A short review of each text accompanies the list.
 6. The **Skills Chart** (page 6) contains the major skills and research techniques needed to master the AP curriculum.

7. A successful AP course is conducted at the upper end of Bloom’s taxonomy. A short synopsis of this taxonomy is provided on pages 7–8. This synopsis contains active verbs and student learning examples. For a complete explanation see Benjamin Bloom’s *Developing Talent in Young People*. New York: Ballantine Books, 1985.
8. A detailed explanation of the taxonomy for the higher order thinking skills and a list of active verbs are provided on pages 9–12.
9. A list of the major texts and supplemental texts are provided on pages 13–14.
10. The following is a sample breakdown of the number of days to be spent on each unit. This schedule is based on a semester of 85 days. Instructors may need to adjust this schedule according to their school year.

Unit	Days
Unit 1	5
Unit 2	5
Unit 3	6
Unit 4	5
Unit 5	5
Unit 6	5
Unit 7	6
Unit 8	5
Unit 9	10
Unit 10	5
Unit 11	5
Unit 12	5
Unit 13	5
Projects Reports	3
Test Review	5

Syllabus and Reading List

Course Description and Goals

The goal of this course is to increase the understanding of psychology, its methods, theory and research, with the objective that each student pass the Advance Placement Examination. The course will explore the psychological facts, principles and phenomena associated with each of the major subfields of psychology. The course is broken into 13 units listed below which reflect a division of the major areas of psychology. This course is taught at the college level and student study habits and participation should reflect this fact.

It is hoped that knowledge of psychological inquiry will provide perceptions of the world around us, insights into one's own and others' behavior, and an appreciation of the complexity of human behavior.

Texts

- *Introduction to Psychology* (5th Ed) Rita L Atkinson, et al

Supplementary Readings

- *Taking Sides: Clashing Views on Controversial Psychological Issues* (6th Ed) Joseph Rubinstein and Brent Slife
- *Classic Readings In Psychology* (1989) James V. McConnell and Daniel W. Gorenflo

Units and Reading Assignments

- **Unit 1: Methods, Approaches and History**
 - Atkinson—Chapter 1
 - McConnell—Chapter 1
- **Unit 2: Biological Basis of Behavior**
 - Atkinson—Chapter 2
 - Rubinstein—Issue #4
 - McConnell—Chapter 5
- **Unit 3: Sensation and Perception**
 - Atkinson—Chapters 4 and 5
 - Rubinstein—Issue #7
 - McConnell—Chapters 9 and 10

- **Unit 4: States of Consciousness**
 - ♦ Atkinson—Chapter 6
 - ♦ Rubinstein—Issue #6
 - ♦ McConnell—Chapter 13
- **Unit 5: Learning**
 - ♦ Atkinson—Chapter 7
 - ♦ Rubinstein—Issue #3
 - ♦ McConnell—Chapter 3
- **Unit 6: Cognition**
 - ♦ Atkinson—Chapter 8
 - ♦ Rubinstein—Issue #9
 - ♦ McConnell—Chapter 6
- **Unit 7: Motivation and Emotion**
 - ♦ Atkinson—Chapters 10 and 11
 - ♦ Rubinstein
 - ♦ McConnell—Chapter 2
- **Unit 8: Testing and Individual Differences**
 - ♦ Atkinson—Chapter 12
 - ♦ Rubinstein—Issue #10
 - ♦ McConnell—Chapter 15
- **Unit 9: Developmental Psychology**
 - ♦ Atkinson—Chapters 3 and 13
 - ♦ Rubinstein—Issues #8 and #11
 - ♦ McConnell—Chapter 14
- **Unit 10: Personality**
 - ♦ Atkinson—Chapters 14 and 15
 - ♦ Rubinstein—Issue #5
 - ♦ McConnell—Chapter 18
- **Unit 11: Abnormal Psychology**
 - ♦ Atkinson—Chapter 16
 - ♦ Rubinstein—Issue #13
 - ♦ McConnell—Chapter 18

- **Unit 12: Treatment of Mental Disorders**

- Atkinson—Chapter 17
- Rubinstein—Issue #15
- McConnell—Chapter 22

- **Unit 13: Social Psychology**

- Atkinson—Chapters 18 and 19
- Rubinstein—Issues #16 and #19
- McConnell—Chapter 19

Grades and Class Requirements

Grading Scale

100–90	A
89–80	B
79–70	C
69–60	D
59–0	F

1. Class participation accounts for one-third of your final grade.
2. Each student will participate on a debate team and in other small research assignments.
3. Students will complete worksheets for each chapter of the text.
4. 20–40 multiple-choice quizzes for each chapter of psychology text.
5. Notebook—Each student must maintain an AP Psychology notebook. The notebook must be a large three-ring binder with a set of dividers. The notebook must be organized in the following fashion:
 - **Section 1**—Class notes and discussion questions, dated
 - **Section 2**—Tests, quizzes, and review sheets
 - **Section 3**—Worksheets and essays
 - **Section 4**—Articles, primary source materials, miscellaneous
 - **Section 5**—Networking assignments
6. Midterms and final exam.

Academic Responsibility

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity.