

LOCALLY DEVELOPED COURSE OUTLINE

Psychology (AP)35-3

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

Mar. 22, 2016

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
35-3	62.50	09/01/2016	08/31/2020	Acquired	Reauthorization	G11 G12

Course Description

The purpose of the AP course in psychology is to provide students with an experience equivalent to that obtained in an undergraduate introductory psychology course. It is designed to continue and extend the study of the systematic and scientific study of the behaviour and mental processes of human beings. Students will assess some of the differing approaches adopted by psychologists, including the biological, behavioural, cognitive, humanistic, psychodynamic, and sociocultural perspectives. The course stresses critical thinking, reading and writing within the context of scientific methodology and questioning.

Course Prerequisites

Psychology 30

Sequence Introduction (formerly: Philosophy)

The philosophy of Psychology 35 AP is to further develop an understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals through exposure to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Students will benefit from involvement in the course in the following ways:

1. By thinking critically using multiple perspectives and disciplines to identify problems associated with psychological research, methods, mental processes and behavior, to find possible solutions, and to make decisions on the best solution(s) possible (engaged)
2. By making discoveries about their own mental processes and behavior, and those of others and society through inquiry, reflection, exploration, experimentation and trial and error (engaged)
3. By developing psychological awareness and using technology to learn, communicate and discover (engaged)
4. By demonstrating respect, empathy and compassion for others, and valuing diversity (ethical)
5. By preparing for success on the AP exam and for university expectations and requirements (entrepreneurial)

Student Need (formerly: Rationale)

Psychology 20/30 was primarily taught as an introductory psychology course that would allow a high school graduate to enter into a first year university psychology course and feel comfortable with the material being taught. The content of this course is too much to be mastered in one course (refer to Psychology 20/30 year plan) and therefore, Psychology 35 AP is required to push the students further with an enrichment of material that is the equivalent of first year university level.

Scope and Sequence (formerly: Learner Outcomes)

n/a

Guiding Questions (formerly: General Outcomes)

- 1 Students will demonstrate an understanding that perception involves the interpretation of the sensory inputs as a cognitive process.**
- 2 Students will demonstrate an understanding of consciousness and investigate the nature of sleep cycles, dreams, hypnosis, and the effects of psychoactive drugs.**
- 3 Students will demonstrate an understanding of the processes of problem solving and the literacy associated with language development.**
- 4 Students will demonstrate an understanding of the biological and social factors that motivate behaviour and biological and cultural factors that influence emotion.**
- 5 Students will develop the literacy and demonstrate an understanding of the processes that contribute to behavioral change throughout the life span, including prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.**
- 6 Students will demonstrate an understanding of how individuals relate to one another in social situations, and use this knowledge to make responsible personal choices and decisions. This will help them build respectful, caring and effective relationships, and to manage conflict and differences.**

Learning Outcomes (formerly: Specific Outcomes)

1 Students will demonstrate an understanding that perception involves the interpretation of the sensory inputs as a cognitive process.	35-3
1.1 Students will develop understanding of the basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.	X
1.2 Students will analyze sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.	X
1.3 Students will explain, demonstrate empathy for, and communicate issues associated with common sensory disorders (e.g., visual and hearing impairments).	X
1.4 Students will describe and synthesize general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).	X
1.5 Students will synthesize how experience and culture can influence perceptual processes (e.g. perceptual set, context effects) , and respect and appreciate diversity in these processes.	X
1.6 Students will illustrate the role of, and appreciate, top-down processing in producing vulnerability to illusion.	X
1.7 Students will analyze the role of attention in behavior.	X
1.8 Students will analyze, evaluate and communicate their ideas about common beliefs in parapsychological phenomena.	X
1.9 Students will access information from a variety of sources to identify and evaluate the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).	X

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2 Students will demonstrate an understanding of consciousness and investigate the nature of sleep cycles, dreams, hypnosis, and the effects of psychoactive drugs.	35-3
2.1 Students will learn the vocabulary associated with various states of consciousness and their impact on behavior.	X
2.2 Students will analyze aspects of sleep and dreaming, theories of sleep and dreaming, and symptoms and treatments of sleep disorders.	X
2.3 Students will evaluate historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy), and assess the strengths and weaknesses associated with them.	X
2.4 Students will examine hypnotic phenomena (e.g., suggestibility, dissociation).	X
2.5 Students will identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.	X
2.6 Students will understand, demonstrate empathy for, and evaluate issues associated with drug dependence, addiction, tolerance, and withdrawal.	X
2.7 Students will access information from a variety of sources to identify and evaluate the major figures in consciousness research and their points of view (e.g., William James, Sigmund Freud, Ernest Hilgard).	X

3 Students will demonstrate an understanding of the processes of problem solving and the literacy associated with language development.	35-3
3.1 Students will synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.	X
3.2 Students will identify and think critically about problem-solving strategies as well as factors that influence their effectiveness.	X
3.3 Students will summarize the characteristics of, and appreciate, creative thought and creative thinkers.	X

3.4 Students will access information using technology to identify and evaluate key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).	X
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4 Students will demonstrate an understanding of the biological and social factors that motivate behaviour and biological and cultural factors that influence emotion.	35-3
4.1 Students will identify and evaluate basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).	X
4.2 Students will examine the biological underpinnings of motivation, including needs, drives, and homeostasis.	X
4.3 Students will review, analyze and assess motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory).	X
4.4 Students will use technology to access and synthesize classic research findings in specific motivation systems (e.g., eating, sex, social).	X
4.5 Students will explore and analyze theories of stress and the effects of stress on psychological and physical well-being, and use this knowledge to make responsible personal choices and decisions.	X
4.6 Students will review and evaluate major theories of emotion (e.g., James-Lange, Cannon-Bard, Schachter two-factor theory).	X
4.7 Students will examine how cultural influences shape emotional expression, including variations in body language, and respect and appreciate diversity.	X
4.8 Students will access information from a variety of sources to identify and evaluate key contributors in the psychology of motivation and emotion (e.g. William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).	X

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<p>5 Students will develop the literacy and demonstrate an understanding of the processes that contribute to behavioral change throughout the life span, including prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.</p>	<p>35-3</p>
<p>5.1 Students will analyze and assess the interaction of nature and nurture (including cultural variations) in the determination of behavior.</p>	<p>X</p>
<p>5.2 Students will examine the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse), and use this knowledge to make responsible personal choices and decisions.</p>	<p>X</p>
<p>5.3 Students will examine the maturation of motor skills.</p>	<p>X</p>
<p>5.4 Students will analyze the influence of temperament and other social factors on attachment and appropriate socialization. They will demonstrate respect and empathy for the diversity of social skills in the community.</p>	<p>X</p>
<p>5.5 Students will analyze the maturation of cognitive abilities (e.g., Piaget's stages, information processing).</p>	<p>X</p>
<p>5.6 Students will compare and contrast models of moral development (e.g., Kohlberg, Gilligan), and assess their strengths and weaknesses.</p>	<p>X</p>
<p>5.7 Students will examine and empathize with maturational challenges in adolescence, including related family conflicts, and demonstrate leadership in managing conflict and differences in relationships.</p>	<p>X</p>
<p>5.8 Students will summarize the development of decisions related to intimacy as people mature and take responsibility for social well-being.</p>	<p>X</p>
<p>5.9 Students will predict the physical and cognitive changes that emerge as people age, including applying this knowledge to take steps to maximize function.</p>	<p>X</p>
<p>5.10 Students will demonstrate how sex and gender influence socialization and other aspects of development, and respect and appreciate diversity in gender differences.</p>	<p>X</p>

5.11 Students will access technology to identify and evaluate key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky), and analyze and evaluate the various theories.	X
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6 Students will demonstrate an understanding of how individuals relate to one another in social situations, and use this knowledge to make responsible personal choices and decisions. This will help them build respectful, caring and effective relationships, and to manage conflict and differences.	35-3
6.1 Students will apply attribution theory to explain and assess motives (e.g., fundamental attribution error, self-serving bias).	X
6.2 Students will analyze the structure and function of different kinds of group behavior (e.g. de-individuation, group polarization).	X
6.3 Students will examine and evaluate how individuals respond to expectations of others, including literacy such as groupthink, conformity, and obedience to authority.	X
6.4 Students will examine attitudes and how they change (e.g., central route to persuasion).	X
6.5 Students will predict and assess the impact of the presence of others on individual behavior (e.g. bystander effect, social facilitation).	X
6.6 Students will analyze and synthesize processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).	X
6.7 Students will analyze the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.	X
6.8 Students will apply the impact of behavior on a self-fulfilling prophecy.	X
6.9 Students will analyze and evaluate the variables that contribute to altruism, aggression, and attraction.	X

6.10 Students will analyze attitude formation and change, including persuasion strategies and cognitive dissonance.	X
6.11 Students will access technology to identify and examine important figures in social psychology, and analyze and assess their methodologies and research findings (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).	X

Facilities or Equipment

Facility

This course does not require special spaces or facilities.

Facilities:

Humanities classroom

Equipment

There is no additional equipment required to deliver this course.

Learning and Teaching Resources

Myers Psychology For AP, David G. Myers, Worth Publishers, 2011

Sensitive or Controversial Content

There are no sensitive or controversial issues in this course.

Sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRS #39 Administrative Procedures. Refer to Administrative Procedure 103 (Safe and Caring Schools) on our website.

Issue Management Strategy

Health and Safety

This course has the same Risk or Hazards as other courses taught in regular classrooms in the school.

Risk Management Strategy

Statement of Overlap with Existing Programs

The outcomes of this course are set by the College Board. There is minimal overlap from the Alberta Education courses. Any overlap is an extension of greater depth in the concept.

Student Assessment

Psychology 35 AP will be evaluated at the AP level of difficulty, using the AP standard of evaluation.

Course Approval Implementation and Evaluation

The respective Administration of the school, the teacher of the course and the Associate Superintendent of Inclusive Learning.

The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

