

AICE Psychology I

Ms. Jennifer Slone

Bldg. 6 Room 212

Office Hours: Monday, Tuesday, Thursday & Friday second half lunch

jslone@volusia.k12.fl.us

You MUST use your Volusia County School Student email to communicate.

Purpose Statement:

The purpose of the Psychology course is to help students understand the systematic and scientific study of humans and other animals. Students will obtain an introductory understanding of facts and principles associated within the major subfields of psychology. Students will also gain an understanding of the ethics and research methods implemented by modern psychologists. Students will develop habits of mind and academic practices that will contribute to their success in this class as well as other college level courses.

Resources:

Textbook: Kasschau, R. A. (2008). *Glencoe understanding psychology*. New York: McGraw-Hill/Glencoe.

Textbook: Weiten, Wayne. *Psychology: Themes and Variations*, 9th edition. Belmont, CA: Wadsworth, 2013. Assorted articles from the American Psychological Association Supplemental

AICE Psychology Textbook

More readings will be made available on Canvas and given throughout the year.

Supplemental Readings:

Additional articles and readings will be posted online and discussed in class throughout the year

Materials:

Three ring binder

Composition notebook for journal

Dividers

Notebook paper (ample supply)

Writing utensils (pens and pencils)

Highlighter

Index cards

Post-it notes

Additional for the class: Not required but appreciated

-Hand Sanitizer

-Tissues

-Dry erase markers

- Ream of computer/copy paper

-Colored paper

Grading:

Formative Assessments (class work, homework, quizzes) - 40% Summative Assessments (exams, mini- summatives, projects)- 60%

100-90= A 89-80= B 79-70= C 69-60= D 59-bellow= F

Cheating, including plagiarism, will result in a zero on the assignment without the opportunity to make-up the assignment. Students will have an academic consultation with the teacher. If the student persists in dishonest academic behavior a parent/teacher conference will be scheduled.

Course Outline:**Unit 1: Introduction to Psychology Historical Foundations**

- Explain logic, philosophy, and history of the science: structuralism vs. functionalism Gestalt, psychoanalytic, humanism evolutionary, biopsychosocial
- Explain approaches to psychology: Biological Behavioral Cognitive Humanistic - Psychodynamic Sociocultural Sociobiological (Evolutionary)
- Become familiar with major contributors to early psychology: Darwin, Freud, Hall, James, Jung, Maslow, Pavlov, Piaget, Rogers, Skinner, Watson, Wundt

Unit 2: Research Methods

- Explain purposes, structures, strengths, and weaknesses of method types: experiments correlational studies surveys naturalistic observations (clinical observation) case studies
- Analyze methods and data to determine validity of results: descriptive and inferential statistics
- Analyze ethical and legal issues in research

Unit 3: States of Consciousness

- Explain and describe various states of consciousness sleeping and dreaming hypnosis psychoactive drug effects
- Become familiar with major contributors to consciousness research
 - o - Dement and Kleitman (sleep and dreams)

Unit 4: Learning

- Describe structure and results of various forms of conditioning: classical -acquisition, extinction, spontaneous recovery, generalization, discrimination, higher-order; learning operant - positive reinforcement, negative reinforcement, punishment observational learning -effect of schedules of reinforcement Describe characteristics of each learning type insight latent social emotional taste aversion learned helplessness
- Describe how behavior modification can address behavioral problems biofeedback coping strategies self-control
- Become familiar with key contributors to psychology of learning Pavlov Bandura Garcia Skinner Thorndike Tolman Watson
 - o Bandura et al (aggression)
 - o Pepperberg (parrot learning)

Unit 5: Memory and Thinking

- Discuss types of memory and memory disorders (e.g., amnesias, dementias). Remarks and Examples: Examples may also include, but are not limited to, sensory, short term, working, long term, Alzheimer's disease, brain injury, Huntington's disease, Parkinson's disease, and stress.
- Characterize the difference between shallow (surface) and deep (elaborate) processing.
- Define cognitive processes involved in understanding information. Remarks and Examples: Examples may include, but are not limited to, encoding, storage, and retrieval.
 - o Andrade (doodling)
 - o Laney et al (false memory)

Unit 6: Motivation and Emotion -Identify and apply motivational concepts instincts incentives

- intrinsic/extrinsic
- Identify biological underpinnings of motivation and emotion needs drives homeostasis
- Compare and contrast motivational drive theories drive reduction theory arousal theory general adaptation theory
- Describe the effects of stress on psychological and physiological well-being Compare and contrast major theories of emotion
- Become familiar with major contributors to emotional and motivational theory James Kinsey Maslow Schacter Selye
 - o Canli et al (brain scans and emotions)
 - o Schachter and Singer (two factors in emotions)

Unit 7: Individual Differences and Testing

- Analyze these factors of intelligence definition influence of culture historical and contemporary theories
- Understand how psychologists generate tests and patient labels
- Become familiar with major contributors Gardner Binet Galton Spearman Sternberg
 - o Baron-Cohen et al. (eyes test)

Unit 8: Abnormal Psychology

- Describe the history and importance of the DSM
- Become familiar with major diagnostic categories of disorders anxiety and somatoform mood schizophrenia organic disturbance personality dissociative
- Evaluate strengths and limitations to explaining disorders
- Identify positive and negative consequence of diagnostic labels Become familiar with psychology and it's place in the legal system
 - o Saavedra and Silverman (button phobia)

Unit 9: Treatment of Abnormal Behavior

- Describe principles and strategies of treatment
- Analyze impact of treatment on different disorders
- Discuss cultural influences on treatment choices Become familiar with major contributors to treatment. Beck Ellis Jones Rogers Skinner Wolpe

Unit 10: Social Psychology

- Apply attribution theory to explain motives
- Describe the structure, function and influence of group behavior groupthink conformity obedience polarization bystander effect ethnocentrism prejudice self-fulfilling prophecies
 - o Milgram (obedience)
 - o Piliavin et al (subway Samaritans)
 - o Yamamoto et el (chimpanzee helping)

This schedule is subject to change by the teacher.

OTHER:

CELLPHONE AND HEADPHONE POLICY

- NO HEADPHONES will be a loud in class unless instructed otherwise
- Students are not to have cellphones out in class unless instructed otherwise. They will be in “cellphone jail” or in the charging station.

X _____ Date: _____
Student Signature

X _____ Date: _____
Parent/Guardian

By signing this I acknowledge that I and/or my student will have to follow Ms. Slone’s cellphone policy so that each student remains engaged in the lesson. If there is an emergency where the student needs their phone on them, please communicate with Ms. Slone and she will allow it.

- Students will not cheat/Copy/or plagiarize anyone’s work on any assignment or task
- If you need any accommodations, please communicate with me and I will try my best to meet them. I am happy to help with any ESE, ESOL or additional needs.
- Participation and attendance is mandatory. If tardiness or unexcused absents becomes a habit, this teacher reserves the right to reflect students grades in class participation.
- Only students with documented excused absences or tardiness will be a loud to make up work, which will be due no more than 2 schools after the return of the student for everyone day they have missed. THIS WILL BE STRICTLY INFORCED.

Social Studies Fair: EXTRA CREDIT/ TEST GRADE REPLACEMENT

Students will research, present, and submit a social studies fair project with a relevant topic. This project will serve as the student’s midterm. If the student cannot complete the project by the assigned due date, they will take a written midterm.

Please complete the following section by both parent/guardian and student

I, _____ have read the syllabus above and agree to the course requirements.
(student)

I, _____ have read the syllabus above and agree to the course requirements.
(parent/guardian)

I, _____ parent/guardian of _____, permit my student to watch movies with a range of PG-13 or under.

Student Name: _____

Parent Name: _____

Parent Phone Number: _____

Parent Email: _____

Best Day/Time to reach parent: _____

Parent Preferred Method of contact (Please Circle One) : Call or Email

Accommodations:

Student learns best: (example: near the front of class, visual activities, hands on activities, independent work, group work) _____

