

GLASSBORO SCHOOL DISTRICT
Board Action Request

Date Submitted: **3.8.2024**

Proposed Effective Date: **9.1.2024**

Grade(s) impacted: **9-12**

Name:

Position/Item:

Submitted By:

Building:

Dr. Stowman-Burke

High School

Proposed cost/amount:

Funded through:

Hours/Days per wk.:

Benefits: Yes No

Local

Personnel:

Is candidate currently employed by District: No Yes (If yes, what position:)

Is candidate a former employee: No Yes N/A

Check references/review district personnel file? No Yes N/A

Board Action Requested:

Request to add AP Psychology as an additional elective at GHSS. This course would be offered in addition to our general studies level Psychology course. We currently offer 3-4 sessions a year, and offering an AP level would give our students greater exposure to the curriculum.

FOR OFFICE USE ONLY:

Board Date: _____

Approved: Y or N

Index #: _____

Dr. Stowman-Burke,

I hope this letter finds you well. As we continually strive to enhance the educational opportunities available to our students, I am writing to propose the introduction of an Advanced Placement (AP) Psychology course at Glassboro High School.

Currently, our school offers three sections of general-level psychology, each with an average of 17.3 students per class. While these classes provide a solid foundation in psychology, there exists a cohort of students who demonstrate a higher aptitude and interest in the subject. Establishing an AP Psychology course would cater to these academically motivated students, providing them with a more challenging and enriching learning experience.

The introduction of AP Psychology aligns with our commitment to academic excellence and meets the needs of students who are seeking a more rigorous curriculum. This course would not only challenge our students but also prepare them for success on the AP Psychology exam.

Key reasons to consider implementing an AP Psychology course include:

Meeting the Needs of High-Achieving Students:

- The general-level psychology classes currently offered have proven to be successful, attracting a substantial number of students. However, there is a growing demand for a more advanced and in-depth exploration of psychology among our high-achieving students.

Preparation for AP Exam:

- An AP Psychology course would provide students with the opportunity to delve into more complex topics and prepare for the AP Psychology exam. This experience can contribute to their overall academic growth and success in future educational endeavors. And also provide them with the opportunity to collect credits, of course.

Expanding the AP Program:

- The addition of an AP Psychology course would significantly contribute to the expansion of our school's AP program. It aligns with our commitment to offering a diverse range of advanced courses, ensuring that our students are well-prepared for the challenges of higher education.

In preparation for potentially expanding our program to include AP Psychology, I have chosen a syllabus that would suit the needs of the course from College Board as well as suggested curriculum additions along with the correlating national standards to accommodate for the added content. You can review the syllabus and proposal here: <https://docs.google.com/document/d/1-3z9xXLloM7AliV8D6KxM1JEHH8PTvJvjG-020T6KUA/edit?usp=sharing>

I am confident that the introduction of an AP Psychology course will not only meet the educational needs of our high-achieving students but also contribute to the overall academic excellence of Glassboro High School. I am more than willing to collaborate with you, the curriculum committee, and other relevant stakeholders to further discuss and plan the implementation of this proposed course.

Thank you for your time and consideration. I am optimistic about the positive impact that an AP Psychology course can have on our students and our school's academic reputation.

Sincerely,

Dustin Dapp
High School Psychology Teacher
Glassboro High School

GLASSBORO HIGH SCHOOL AP PSYCHOLOGY PROPOSAL

Sample Syllabus-

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-psychology-sample_4_1058843v1.pdf

CURRICULUM CHANGES/ADDITIONS

Social Psychology-

<https://docs.google.com/presentation/d/1jflXHbTfW3uh6jMSIGj6li94CtLiftySPrsLngSUKu4/edit?usp=sharing>

<https://docs.google.com/presentation/d/1wc6oB7B1GvQ2LTV3RVyaXFlaX5-gJuU9hab-EuComS4/edit?usp=sharing>

<https://docs.google.com/presentation/d/1orT4GaWpZxydbDHhTKZu6N17WAn0w272oMMWzhlMZkA/edit?usp=sharing>

<https://docs.google.com/presentation/d/1eOHR4xJ-OF0QLLY8maarNiYT8IKv0anMQ3GQ1pICP5o/edit?usp=sharing>

https://docs.google.com/presentation/d/1QWAGYq0Q-Floo26sRfU_qki_M5SrMdCLHYziRQoqcWY/edit?usp=sharing

https://docs.google.com/presentation/d/1EGDTfrsi32AhZfB6y_SUCewT5yF1v6LJrsnOBcQcdP8/edit?usp=sharing

Additional topics covered- Aversive conditioning, flooding, group therapy, rational-emotive therapy, biomedical therapy, psychosurgery, psychopharmaceuticals, benzodiazepines, SSRI.
CONTENT STANDARD 3

Categories of psychoactive drugs and their effects

Students are able to (learning targets):

- 3.1. Characterize the major categories of psychoactive drugs and their effects
- 3.2. Describe how psychoactive drugs work in the brain
- 3.3. Describe the physiological and psychological effects of psychoactive drugs

CONTENT STANDARD 1

Types of treatment

Students are able to (learning targets):

- 1.1. Describe different types of biomedical and psychological treatments
- 1.2. Explain why psychologists use a variety of psychological treatments
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

Clinical/Abnormal Psychology-

<https://docs.google.com/presentation/d/14gumZXe4V3CpHhweE0D9neilzDtPOyHi5JMDf65ckj/edit?usp=sharing>

https://docs.google.com/presentation/d/1cL15o7fvMxclliyZEo-tH8UZEenvrAtx8Igl-h_YolY/edit?usp=sharing

https://docs.google.com/presentation/d/1D_Rz46dXC12o-9jbTJ7PkV8zyVDNb-FjBJVEuzMtRX8/edit?usp=sharing

https://docs.google.com/presentation/d/14RPWucZ_JsGda2BYJ1dPgp1SVznyzirRJamFxda2tx0/edit?usp=sharing

<https://docs.google.com/presentation/d/1INZNTvNxzcG6xRR32dmSvkudzwU0-KIsMwYJ3tVW3qE/edit?usp=sharing>

https://docs.google.com/presentation/d/1wh-oZfqwtyghEy4rU_tkzRCEH5wf1EVdywkUxRUCKqU/edit?usp=sharing

Additional topics covered- Eating disorders, sleep-wake disorders, somatoform disorders, diagnostic criteria/process, sexual disorders, psychological perspectives and etiology of disorders.

CONTENT STANDARD 2

Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

- 2.1. Identify differences among licensed mental health providers
- 2.2. Identify legal and ethical requirements for licensed mental health providers
- 2.3. Identify resources available to support individuals with psychological disorders and their families

CONTENT STANDARD 1

Perspectives of abnormal behavior

Students are able to (learning targets):

- 1.1. Define abnormal behavior
- 1.2. Describe cross-cultural views of abnormality
- 1.3. Describe major medical and biopsychosocial models of abnormality
- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society

Biological Bases of Behavior (added terms/modules)-

<https://docs.google.com/presentation/d/10nzIFPQH8PIJ1ZYf9APSQvib7NGO4EzBUFH4aSD9Zpc/edit?usp=sharing>

<https://docs.google.com/presentation/d/1iWN0JccDKbk--zE9RMye5U3dCxyY05CqHqZU57sBtfo/edit?usp=sharing>

CONTENT STANDARD 2

Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders

Additional topics covered- Refractory periods, transduction, action potentials, nervous systems, autonomic nervous system, peripheral nervous system, endocrine system, aphasia, excitatory neurotransmitters, inhibitory neurotransmitters, hemispatial neglect.

CONTENT STANDARD 1

Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.2. Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 1.4. Explain the importance of plasticity of the nervous system
- 1.5. Describe the function of the endocrine glands and their interaction with the nervous system

CONTENT STANDARD 2

The interaction between biological factors and experiences

Students are able to (learning targets):

- 2.1. Describe concepts in behavioral genetics and epigenetics
- 2.2. Describe the interactive effects of heredity and environment
- 2.3. Explain general principles of evolutionary psychology

Memory and Learning (added terms/modules)-

https://docs.google.com/presentation/d/1c2y1Nk3g1EjRuq5lrYmgpze11fM0_2Wtc0fsz4L2wwc/e/dit?usp=sharing

Additional topics covered- Semantic memory, episodic memory, iconic memory, echoic memory, mnemonic devices, chunking, rehearsal, encoding, storage, retrieval.

CONTENT STANDARD 1

Processes of memory

Students are able to (learning targets):

- 1.1. Explain the processes of encoding, storage, and retrieval
- 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)
- 1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2

Factors influencing memory

Students are able to (learning targets):

- 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories
- 2.2. Describe memory as a reconstructive process
- 2.3. Explain kinds of forgetting or memory failures
- 2.4. Identify disorders that impact the function of memory

Sensation and Perception (added terms/modules)-

<https://docs.google.com/presentation/d/17ZojbybRoxvVQkX8Wir-aMMx5cWt74FAQrxN1kTSwYY/edit?usp=sharing>

Additional topics covered- Top-down processing, bottom-up processing, stroboscopic motion, pareidolia, phi phenomenon, selective attention theory, speed of processing theory, signal detection theory, inattention blindness theory, perceptual constancies.

CONTENT STANDARD 1

The functions of sensory systems

Students are able to (learning targets):

- 1.1. Explain the process of sensory transduction
- 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 1

The process of perception

Students are able to (learning targets):

- 1.1. Describe principles of perception
- 1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2

The capabilities and limitations of sensory processes

Students are able to (learning targets):

- 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
- 2.2. Describe the visual sensory system
- 2.3. Describe the auditory sensory system
- 2.4. Describe chemical and tactile sensory systems

CONTENT STANDARD 2

The interaction between the person and the environment in determining perception

Students are able to (learning targets):

- 2.1. Explain Gestalt principles of perception
- 2.2. Describe binocular and monocular depth cues
- 2.3. Describe perceptual constancies
- 2.4. Describe the nature of attention
- 2.5. Explain how diverse experiences and expectations influence perception

Research Methods and Statistics in Psychology-

https://docs.google.com/presentation/d/1yxQR1eFSQE_B9jpGdGvYZJlvcHoSgG3HITwVmTfD8SY/edit?usp=sharing

Additional topics covered- Statistics, reliability, validity, correlation coefficients, variance, test-retest reliability, inter-rater reliability, descriptive statistics, inferential statistics, psychometric meta-assessment, research ethics and IRBs.

CONTENT STANDARD 3

Ethical issues in research with human and non-human animals

Students are able to (learning targets):

- 3.1. Identify ethical requirements for research with human participants and non-human animals
- 3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4

Basic concepts of data analysis

Students are able to (learning targets):

- 4.1. Define descriptive statistics and explain how they are used by psychological scientists
- 4.2. Draw appropriate conclusions from correlational and experimental designs
- 4.3. Interpret visual representations of data