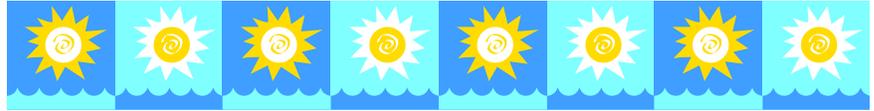




Advanced Placement Psychology

Summer Assignment



Summer Assignment

Please note that AP Psychology is an elective, college-level course with higher student expectations than most courses taken by high school students. AP Psychology also deals with course material and content at the “college” level, which at times may require maturity from student beyond which is typically expected at the high school level.

Students who come into the course with a background in some of the psychological concepts discussed during the year will have an academic advantage in the class. Prior knowledge allows students to speak intelligently on concepts and topics and have the potential for more success on the AP Psychology exam in the spring. Therefore you will be required to complete a three part summer assignment. ***DUE DATE: August 21, 2017***

Assignment #1: Outline Chapters 1 and 13.

Psychological thought and theory is the basis and foundation for understanding the vast subject. Therefore, it is paramount for all psychology students to have a firm understanding of each theory and how it can be applied to both simple and complex psychological phenomenon. The purpose of this section of the summer assignment is to prepare students for the AP Psychology course and expose students to the theories.

Throughout the course you will be required to outline each chapter of the textbook we will be investigating. The outlines are a product of **your individual creation** that will require you to reflect on the information you have read and focus on the major topics within each chapter along with the influential research that has impacted each area of psychology. These outlines become excellent reference materials for the exams and ultimately the AP exam.

Read chapters 1 and 13 in the *Themes and Variations* textbook – this must be checked out by each student by June 9, 2017. After reading the chapters, create a thorough outline using the Cornell Method of note taking. Outlines must be handwritten and the result of each student – no photocopies or electronic copies will be accepted.

I have provided a graphic organizer for students to fill in for chapter one – it only covers the various perspectives. Students will still need to take notes on all other concepts presented.

Cornell Notes: What You Know

During the course of AP Psychology you will be required to take notes for each chapter. Specifically you will be required to take Cornell Notes. These notes will be graded at the conclusion of each chapter on test day. It is mandatory that you take notes for each chapter and expanded upon them during class time. I have provided a list of resources to help you become a master of Cornell Notes.

- The Basics of Cornell Notes
 - [View YouTube video](#)
 - [Go over visual.](#)
 - Optional – you google search “Cornell Notes Sheet” and it will provide you a template to take your notes on.

Assignment #2: Teenage Brain Article – National Geographic

Students will read the assigned article and answer questions.

Article: <http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text/1>

Questions: At the end of this document.

Assignment #3: Create a Quizlet Account

Vocabulary - All students must create a Quizlet account in order for us to practice vocabulary throughout the year. Students will be earning grades throughout the year for studying psychological concepts via this platform. Quizlet is FREE - you are not required to purchase a student account.

Wish List – If students are able the following are items would be greatly appreciated as a donation to our classroom.

- *Disinfecting Wipes – Lysol, Clorox, generic wipes for example.
- *Boxes of Tissues.
- *Hand sanitizer.

If you have any questions at any point please feel free to contact me via email - jmceballos@dadeschools.net

A.P. Psychology Summer Assignment #2

National Geographic: The Teenage Brain

Read the article, print out this document and answer the questions – the URL is located on the bottom of the page.

1. What were some views of the teenage years from psychologists from the past – like Freud & Erickson?
2. Summarize what happens to the human brain between the 12th and 25th years of life:
3. What does the thickening of the corpus callosum do in the more adult brain?
4. How does the article explain the teenager's inconsistencies in daily decisions?
5. How does the teenage brain and love of the exciting and dangerous assist the human race in terms of evolution?
6. Personally, do you think the risk *versus* the reward idea is true amongst teenagers? Give an example.

7. What two neurotransmitters are at high levels and how do these neurotransmitters affect teens?

8. Adults often state teens are soooo dramatic! Their peers seem to have so much influence on them! Explain why this is true and how it may benefit humans in general.

9. What can parents do to help teenagers make correct and safe decisions?

10. Explain why reinforcing the myelination of the frontal lobes – the decision making areas of the brain – after myelination of the hindbrain is a good thing.

11. Have your parents/guardians read this article and comment:

<http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text/1>