AP Psychology

Introduction to the Course:

The AP Psychology course engages students in the systematic and scientific study of the behavior and mental processes of human beings and other animals**.** Primarily, the course will explore the psychological facts, principles and phenomena associated with each of the major sub fields of psychology (consciousness, learning, personality, cognition, etc.). Students will assess the differing approaches adopted by psychologists, including biological, behavioral, cognitive, humanistic, psychodynamic and sociocultural.

Objectives:

1. Students will prepare to take and pass the AP Psychology Exam.
2. Students will study the major theories and concepts of Psychology.
3. Students will understand and be able to apply the basic concepts of psychological research.
4. Students will learn about psychology careers and the education required as well as the ethical standards governing psychologists.
5. Understand the relationship between biology and behavior.
6. Students will develop an interest in behavior and human experience.
7. Student will develop critical thinking skills.
8. Students will build their reading, writing and discussion skills.

Organization:

Textbook readings will be assigned on a daily basis and students are responsible for all concepts & vocabulary associated with these readings by creating a journal of terms, concepts and people. Quizzes will be given as formative assessment of this material on a weekly basis. Tests will be given on each unit and free-response questions will be graded according to AP scoring guidelines. Classes will be used to enhance student understanding of unit concepts through a combination of answering student questions, demonstration, group work, worksheets to supplement readings, projects and video. *The week before the AP exam is reserved for review of the materials covered.*

Textbook:

Zimbardo, Philip G., Johnson, Robert L., Weber, Ann L., Gruber, Craig W. *Psychology AP*Edition.* Allyn & Bacon, 2007.

Supplemental Texts (both in-class usage and optional student purchase):

Hock, Roger R. *Forty Studies that Changed Psychology, Fourth Edition,* Prentice-Hall, 2002
Maitland, Laura. *5 Steps to a 5, AP Psychology, 2008-2009 Edition,* McGraw-Hill, 2007.
McEntarffer, Robert. *Barron's AP Psychology 2009, Edition 3,* Barron's Educational Series, 2008.
Slater, Lauren. *Opening Skinner's Box,* W. W. Norton & Company, 2005.
Accompanying teacher manuals/guides from Allyn & Bacon
Accompanying CD-Roms from various text
Discovering Psychology series, Updated Edition @ www.learner.org
Streaming video clips from www.unitedstreaming.com

Tests, Quizzes & Projects (Assessment)

Tests will be a combination of objective matching and multiple choice questions as well as free-response prompts (taken from previous AP exams). Each unit will be tested at completion. Tests may or may not be cumulative depending on the specific unit. A final, cumulative exam will be given (not to be confused with the AP exam).

Quizzes will be given on a weekly basis to provide students with an opportunity to develop test-taking skills in preparation for the AP exam and as formative assessment for classroom curriculum.

Some of the units will include "major" **projects** completed either by individual students or groups to assist them in understanding complex and/or large concepts. These projects will include (but are not limited to):

a. Historical figure and perspective report
b. Brain anatomy cartoon drawing
c. Research study (social psychology unit)
d. Memory mnemonics project
e. Personality theories group presentation
f. Individual personality project (testing validity)
g. Abnormal psychology group/individual presentation
h. Case study & journal article evaluation sheets (3 per semester)

Grading:

Grading will be weighted with the following scale:

- Tests 30%
- Weekly Quizzes 20%
- Vocabulary Notes 10%
- Daily Participation &
- Classroom Assignments 20%
- Projects 20%

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = < 60%

Course Outline

This year-long course outline shows the major content areas covered by the AP Exam, as well as the approximate percentage of the exam that is devoted to each area. In addition, the corresponding text pages are included as well as the vocabulary, concepts and essential questions for each unit. The outline is a basic guide, structured in chapter order. *For scheduling purposes, these units will not be taught in this exact order, but all will be covered in the allotted time*.

Section I
History and Approaches (2-4%) 2 weeks

CR1-This course provides instruction in psychology's history and approaches

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What is and is not Psychology? What do Psychologists do?	Psychology is a broad field with many specialties, but fundamentally, psychology is the scientific study of behavior and mental processes	Chapter 1, pgs 1-8	Psychology, psychiatrist, psychologist, Empirical approach, Pseudopsychology, Confirmation bias, Experimental Psychologists (Research), Applied Psychologists, Psychiatry
What are Psychology's historical roots?	Modern psychology developed from several conflicting traditions.	Chapter 1, pgs 9-14	Structuralism, Charles Darwin, Introspection, Wilhelm Wundt, Functionalism, William James, Max Wertheimer, Wolfgang Kohler, Behaviorism, John B. Watson, B.F. Skinner, Psychoanalysis, Sigmund Freud
What are the perspectives Psychologists use today?	Nine main perspectives characterize modern psychology: Biological (neuroscience), Developmental, Cognitive, Psychodynamic, Humanistic, Behavioral, Sociocultural, Evolutionary/Sociobiological, Trait	Chapter 1, pgs 15-22	Biological view, Neuroscience, Evolutionary psychology, Developmental view, nature vs. nurture, Cognitive view, Cognitions, Cognitive neuroscience, Clinical view, Psychodynamic psychology, Humanistic view, Abraham Maslow, Carl Rogers, behavioral view, B.F. Skinner, Sociocultural view, Evolutionary/Sociobiological view, Trait View. G. Stanley Hall

Major Assignments & Assessments:

1. Historical Perspective and Person Report
2. Unit Test & Daily Quizzes

Section 2
Research Methods & Statistics (8-10%) 2 weeks

CR2-This course provides instruction in research methods used in psychological science, practice and ethics.

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How do Psychologist's develop new knowledge? What is the Scientific Method?	Psychologists, like researchers in all other sciences, use the scientific method to test their ideas empirically	Chapter 2, pgs 27-40	Scientific Method, Empirical Investigation, Theory, 5 steps of the Scientific Method, Hypothesis, operational definitions, independent variable, dependent variable, random presentation, data, experimental method, confounding/extraneous variables, controls, sampling (random assignment),

What are the different types of psychological research methods? How does ethics play a role in research? What questions can scientific method not answer?			ex post facto, correlatational study, correlation coefficient, survey, naturalistic observation, longitudinal study, cross-sectional study, cohort-sequential study, Personal Bias, Expectancy Bias, double-blind study, IRB (Institutaional Review Board), Ethics, Deception, Ethics, Ethical Principles of Psychologsts, APA, APS
How do you make sense of the data? What is authentic data?	Statistics are used for 2 major purposes: (1) Descriptively to characterize measurements made on groups or individuals and (2) inferentially to judge whether those measurements are the result of chance.	Chapter 2, pgs 41-56	Descriptive Statistics, Frequency distribution, histogram, descriptive statistics, Measures of Central Tendency, mean, median, mode, Measures of Variability, range, variation, standard deviation, normal distribution, correlation, correlation coefficient, Inferential statistics, random sample, representative sample, significant difference

Major Assignments & Assessments:

1. Identifying variables worksheet
2. Reunion survey project & results analysis
3. Case Study analysis of research & ethical guidelines
4. Unit Test

Section 3
Biological Bases of Behavior (8-10%) 3 weeks

CR3-This course provides instruction in biological bases of behavior

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How are genes and behavior linked?	Evolution has fundamentally shaped psychological processes because it favors genetic variations that produce adaptive behavior.	Chapter 3, pgs 61-71	Neuroscience, evolutionary psychology, natural selection, genotype, phenotype, DNA, gene, genetic code, chromosome, sex chromosomes,
How does the body communicate internally? Why are neurons so important? What is the importance of neurotransmitters? What are the divisions of the nervous system?	The brain coordinates the body's two communications systems, the nervous system and the endocrine system, which use similar chemical processes to communicate with targets throughout the body.	Chapter 3, pgs 72-81	Neuron, sensory neuron, motor neuron, interneuron, dendrite, soma, axon, resting potential, action potential, all-or-none principle, synapse, terminal buttons, synaptic transmission, neurotransmitters, dopamine, serotonin, noreppinephrine, acetylcholine, GABA, glutamate, endorphins, synaptic vesicle, plasticity, glial cells, central nervous system, reflex, peripheral nervous system, somatic nervous system, autonomic nervous system, sympathetic division, parasympathetic division, endocrine system, hormones, major

What is the endocrine system?			endocrine glands, agonist, antagonist, neural pathway
How does the brain produce behavior mental processes? What are the major sections and functions of the brain? How does brain damage effect behavior?	The brain is composed of many specialized modules that work together to create mind and behavior.	Chapter 3, pgs 84-102	Neuroscientist, EEG, CT, PET, MRI, fMRI, brain stem, spinal cord, cerebellum, pons, regiicular formation, hippocampus, limbic system, cerebrum, cerebral cortex, thalaum, hypothalamus, optic tract, amygdala, pituitary gland, frontal lobes, parietal lobes, Franz Joseph Gall, somatosensory cortex, occipital lobes, temporal lobes, cooperative brain, cerebral dominance, association cortex, split brain, corpus callosum, Roger Sperry, Phineas Gage, Broca's area, TMS

Major Assignments & Assessments:

1. Brain Anatomy Cartoon Posters
2. Superhero abilities activity (neuroscience)
3. Unit Test
4. Biopsychological case study analysis

Section 4
Sensation and Perception (6-8%) 2 weeks

CR4-This course provides instruction in sensation
CR5-This course provides instruction in perception

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How does stimulation become sensation?	The brain senses the world indirectly because the sense organs convert stimulation into the language of the nervous system: neural messages.	Chapter 4, pgs 109-117	Sensation, perception, transduction, phosphenes, sensory adaptation, thresholds, absolute threshold, difference threshold (JND), Weber's law, Fechner's law, Steven's power law, signal detection theory, subliminal persuasion,
How are the senses alike? How are they different? What are the fundamental features of the human senses? What is pain?	The senses all operate in much the same way, but each extracts different information and sends it to its own specialized processing region in the brain.	Chapter 4, pgs 118-134	Visual sensation anatomy, blind spot, afterimage, wavelength, amplitude, electromagnetic spectrum, visible spectrum, opponent-process theory, color blindness, trichromatic theory, Auditory sensation anatomy, sound waves, frequency, pitch, amplitude, timbre, conduction deafness, nerve deafness, vestibular sense, kinesthetic sense, olfaction, pheromones, gustation, skin senses, Gate-control theory, placebo effect, pain threshold
What is the relationship between sensation and perception? What are the	Perception brings meaning to sensation, so perception produces an interpretation of the world, not a perfect representation of it.	Chapter 4, pgs 135-152	Percept, feature detectors, binding problem, bottom-up processing, top-down processing, perceptual constancies, perceptual ambiguity distortion, illusion, ambiguous figures, muller-lyer illusion, Hermann Grid, Gestalt theory, learning-

theoretical explanations for perception? How does culture, experience & learning influence perception?			based inference, figure and ground, laws of perceptual grouping, closure, law of similarity, law of proximity, law of continuity, law of common fate, law of pragnanz, depth perception, binocular cues, monocular cues, perceptual set

Major Assignments & Assessments:

1. Senses Group Report & Lab Demonstrations
2. Perception article summary report
3. Unit Test

Section 5
States of Consciousness (2-4%) 2 weeks

CR6-This course provides instruction in states of consciousness

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How is consciousness related to other mental processes? What are the functions of consciousness? How do we study consciousness?	Consciousness can take many forms, while other mental processes occur simultaneously outside our awareness	Chapter 5, pgs 157-165	Consciousness, cognitive neuroscience, mental rotation, PET scans, MRI, EEG, anima, Shepard, Metzler experiment, nonconscious mind, restriction, combination, manipulation, Sigmund Freud, preconscious, unconscious mind, Freudian slips, ego, stream of consciousness, William James,
What cycles occur in everyday consciousness? What is the function of sleep? What are the major theories of dream meaning? How do we study them? How does culture, gender and age effect dreams? How can sleep be disordered?	Consciousness changes in cycles that correspond to our biological rhythms and to the patterns of stimulation in our environment.	Chapter 5, pgs 166-177	Daydreaming, circadian rhythms, REM, NREM, sleep paralysis, stages of the sleep cycle, REM rebound, sleep debt (deprivation), sleep necessity, dream theories, manifest content, latent content, Carl Jung, collective unconscious, archetype, activation–synthesis theory (Random activity), parasomnia, insomnia, sleep apnea, night terrors, narcolepsy, cataplexy,
What other forms can consciousness take?	An altered state of consciousness occurs when some aspect of normal consciousness is modified by mental, behavioral, or chemical means.	Chapter 5, pgs 178-190	Hypnosis, altered state, meditation & stress reduction, psychoactive drugs, hallucinogens, opiates, depressants, stimulants, tolerance, physical dependence, addiction, withdrawal, psychological dependence

Major Assignments & Assessments:

1. Dream Journaling
2. Article review on altered state of consciousness
3. Dream interpretation assignment
4. Sleep disorder video group project

Section 6
Learning (7-9%) 2 weeks

CR7--This course provides instruction in learning

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What sort of learning does classical conditioning explain? What are some applications of classical conditioning	Classical conditioning is a basic form of learning in which a stimulus that produces an innate reflex becomes associated with a previously neutral stimulus, which then acquires the power to elicit essentially the same response.	Chapter 6, pgs 195-205	Learning, habituation, mere exposure effect, behavioral learning, Ivan Pavlov, classical conditioning, acquisition, UCS, UCR, NS, CS, CR, extinction, spontaneous recovery, generalization, discrimination learning, experimental neurosis, John Watson, Little Albert, food aversions
How do we learn new behaviors by operant conditioning? Does reinforcement change across cultures? What are some applications of operant conditioning? Is punishment effective?	In operant conditioning the consequences of behavior, such as rewards and punishments, influence the chance that the behavior will occur again.	Chapter 6, pgs 206-218	B.F. Skinner, behaviorism, law of effect, Edward Thorndike, reinforcement (positive & negative), punishment (negative & positive) Skinner box, operant chamber, reinforcement contingencies, continuous & intermittent reinforcement, shaping, extinction, schedules of reinforcement, FR, VR, FI, FR, primary reinforcer, secondary (conditioned) reinforcer, Premack principle, token economy, punishment (positive & negative)
How does cognitive psychology explain learning? What social, gender & cultural components effect our learning?	According to cognitive psychology some forms of learning must be explained as changes in mental processes, rather than as changes in behavior alone.	Chapter 6, pgs 218-227	Insight learning, Wolfgang Kohler, cognitive maps, Edward Tolman, observational learning, Albert Bandua, bobo doll study, long-term potentiation, learning circuits, higher cognitive learning, media violence
What are learning styles?	People have a preferred difference in the way they approach learning.	Chapter 6, pgs 225-226	Gardner, left-right brain, Sternberg & Grigorenko study (logical, creative, practical)

Major Assignments & Assessments:

1. Classical Conditioning worksheets
2. Operant Conditioning worksheets
3. Reinforcement worksheets
4. Classic Case Studies Analysis
5. Unit Test

Section 7
Cognition (8-10%) 3 weeks

CR8-This course provides instruction in cognition

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What is memory?	Human memory is an information-processing system that works constructively to encode, store, and retrieve information.	Chapter 7, pgs 233-238	Memory, information-processing model, encoding, storage, retrieval, eidetic imagery
How do we form memories? How much can we store and where? What parts of the brain are associated with memory?	Each of the three memory stages encodes and stores memories in a different way, but they work together to transform sensory experience into a lasting record that has a pattern or meaning.	Chapter 7, pgs 239-251	3 stages of memory, sensory memory, sensory register, iconic memory, echoic memory, tactile sensory memory, olfactory sensory memory, gustatory sensory memory, working memory, phonological loop (acoustic encoding), sketchpad (visual/spatial encoding), chunking, maintenance rehearsal, elaborative rehearsal, levels of processing theory, long-term memory, procedural memory, declarative memory, episodic memory, semantic memory, engram, anterograde amnesia, hippocampus, consolidation, retrograde amnesia, flashbulb memories
How do we retrieve memories?	Whether memories are implicit or explicit, successful retrieval depends on how they were encoded and how they are cued.	Chapter 7, pgs 252-256	Implicit memory, explicit memory, retrieval cues, priming, elaborative rehearsal, meaningful organization, recall, recognition, encoding specificity, mood-congruent memory, TOT phenomenon
Why does memory sometimes fail us? Can we improve our ability to remember and retrieve memories?	Most of our memory problems arise from memory's "seven sins" – which are really by-products of otherwise adaptive features of human memory.	Chapter 7, pgs 257-266	Transience, Ebbinghaus's forgetting curve, absent-mindedness, blocking, proactive interference, retroactive interference, serial position effect, misattribution, suggestibility, misinformation effect, fabricated memories, recovered memory controversy, expectancy bias, self-consistency bias, persistence, mnemonics, method of loci, natural language mediators, associations
How do children acquire language?	Infants and children face an especially important developmental task with the acquisition of language.	Chapter 7, pgs 267-270	Broca's area, cerebral cortex, Noam Chomsky, Language acquisition device (LAD), babbling, one-word stage, two-word stage, telegraphic speech, grammar, morphemes, overregularization,
What are the components of thought?	Thinking is a cognitive process in which the brain uses information form the	Chapter 7, pgs 270-278	Natural concepts, prototype, artificial concepts, concept hierarchies, deja-vu, imagery, cognitive maps, visual

Can thinking be altered by culture?	senses, emotions, and memory to create and manipulate mental representations, such as concept, images, schemas, and scripts.		thinking, event-related potentials, schema, scripts, inferences, event schemas, conflicting scripts
What abilities do good thinkers possess? What is creativity? Do these abilities change depending on culture, age and gender?	Good thinkers not only have a repertoire of effective strategies, called algorithms and heuristics, they also know how to avoid common impediments to problem solving and decision making.	Chapter 7, pgs 279-288	Problem-solving, algorithms, heuristics, analogies, mental sets, functional fixedness, self-imposed limitations, confirmation bias, hindsight bias, anchoring bias, representativeness bias, availability bias, creativity, aptitudes, personality characteristics

Major Assignments & Assessments:

1. Memory cues & mnemonic device creation project
2. Classic study research analysis
3. Problem Solving group project
4. Creativity vocabulary example sheet creation
5. Unit Test

Section 8
Motivation & Emotion (6-8%) 2 weeks

CR9-This course provides instruction in motivation
CR10-This course provides instruction in emotion

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What do our emotions do for us? Is there an evolution of emotions? Are emotions a genetic component, evolutionary, and/or environmental?	Emotions have evolved to help us respond to important situations and to convey our intentions to others.	Chapter 8, pgs 297-303	Emotion, cultural universals, display rules, emotion wheel
Where do our emotions come from? What are the major theories of emotion?	The discovery of two distinct brain pathways for emotional arousal has clarified the connections among the many biological structures involved in emotion and has offered solutions to many long-standing issues in the psychology of emotion.	Chapter 8, pgs 304-311	2-emotion-processing pathways, implicit memory system, intuition, limbic system, fight-or-flight response, reticular formation, cerebral cortex, autonomic nervous system, hormones, lateralization of emotion, James-Lange theory, Cannon-Bard theory, Schacter's two-factor theory, cognitive appraisal theory, opponent-process theory, inverted U function, sensation seekers,
How much control do we have over our	Although emotional responses are not always consciously	Chapter 8, pgs 311-	Emotional intelligence, deception cues, polygraph testing, anger management

emotions?	regulated, we can learn to control them.	317	
Motivation: What makes us act as we do? What are the major theories of motivation?	Motivation takes many forms, but all involve inferred mental processes that select and direct our behavior.	Chapter 8, pgs 318-324	Motivation, drive, intrinsic motivation, extrinsic motivation, conscious motivation, unconscious motivation, instinct theory, fixed-action pattern, drive theory, homeostasis, need, cognitive theory (locus of control), Psychodynamic theory, Maslow's humanistic theory, overjustification
How are achievement, hunger, and sex alike? Different? Does the measurement of achievement differ cross-culturally? Is sexual orientation nature or nurture?	Achievement, hunger, and sex exemplify other human motives because they differ not only in the behavior they product but also in the mix of biological, mental, behavioral, and social/cultural influences on them.	Chapter 8, pgs 325-336	Achievement motivation, need for achievement (n Ach), individualism, collectivism, multiple-systems approach to hunger, set point, anorexia nervosa, bulimia nervosa, obesity, volumetric thirst, osmotic thirst, sexual motivation, Alfred Kinsey, sexual cues, sexual scripts, approach-approach conflict, approach-avoidance conflict, avoidance-avoidance conflict, multiple approach-avoidance conflict, sexual orientation
How and why do we experience stress? How can we reduce stress?	The human stress response to perceived threat activates thoughts, feelings, behaviors, and physiological arousal that normally promote adaptation and survival.	Chapter 8, pgs 336-353	Stress, Stressor, primitive stressors, fight or flight, traumatic stressors, PTSD, Cohen & Ahearn's 5 stage reaction to disaster, physical stress response, acute stress, chronic stress, general adaptation syndrome, alarm reaction, stage of resistance, state of exhaustion, withdrawal, tend-and-befriend model, psychoneuroimmunology, cytokines, Type A & B personalities, learned helplessness, resilient mindset

Major Assignments & Assessments:

1. Emotion & motivation posters (theory)
2. Stress reduction journal
3. Case Study analysis
4. Unit Test

Section 9
Developmental (7-9%) 2 weeks

CR11-This course provides instruction in developmental psychology

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How do Psychologists explain development? How do twin studies contribute to developmental psychology?	Development is a process of growth, change, and consistency brought about by an interaction of heredity and environment.	Chapter 9, pgs 359-366	Thomas Bouchard, nature-nurture issue, interaction, identical twins, fraternal twins, continuity view, discontinuity view, developmental stages,
What capabilities does the child possess?	Newborns have innate abilities for finding	Chapter 9, pgs 366-	Prenatal development, zygote, embryo, fetus, placenta, teratogens, neonatal

At what age do certain developmental capabilities manifest?	nourishment, interacting with others, and avoiding harmful situations, while the developing abilities of infants and children rely more on learning.	375	period, infancy, attachment, imprinting, Mary Ainsworth, Konrad Lorenz, contact comfort, Harry Harlow, maturation
What are the developmental tasks of infancy and childhood? How do parents, the environment and gender effect child development? (nature vs. nurture)	Infants and children face especially important developmental tasks in the areas of cognition and social relationships-tasks that lay a foundation for further growth in adolescence and adulthood.	Chapter 9, pgs 376-387	Piaget's cognitive development theory, schemas, assimilation, accommodation, sensorimotor, mental representation, object permanence, preoperational, egocentrism, animistic thinking, centration, irreversibility, concrete operational, conservation, mental operations, wave theory vs. stage theory, theory of mind, temperment, Jerome Kagan, zone of proximal development, Vygotsky, socialization, parenting styles, Erikson's theory of psychosocial development (stages)
What changes mark the transition of adolescence? What are the social and emotional issues in Adolescence?	Adolescence offers new developmental challenges growing out of physical changes, cognitive changes, and socioemotional pressures.	Chapter 9, pgs 387-395	Adolescence, Erikson's theory, rites of passage, puberty, primary sex characteristics, secondary sex characteristics, peer pressure, delinquency, Kohlberg's stages of moral reasoning,
What developmental challenges do adults face?	Nature and nurture continue to produce changes throughout life, but in adulthood these changes include both growth and decline.	Chapter 9, pgs 396-403	Erikson's theory, Kohlberg's stages of moral reasoning, Kubler-Ross Stages of death & dying, alzheimer's disease, selective social interaction

Major Assignments & Assessments:

1. Erikson stages posters
2. Development theory group presentation
3. Unit Test

Section 10
Personality (5-7%) 4 weeks

CR12-This course provides instruction in personality

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What forces shape our personality? Is it nature or nurture or both? What are the current trends of personality theory?	According to psychodynamic, humanistic, and cognitive theories, personality is a continuously changing process, shaped by our internal needs and cognitions and by external pressures from the social environment.	Chapter 10, pgs 409-429	Personality, psychodynamic theory, Freud, psychoanalysis, unconscious, libido, id, superego, ego, psychosexual stages, Oedipus complex, fixation, ego defense mechanisms, repression, projective tests, Rorshach, TAT, psychic determinism, neo-freudian, Jung, collective unconscious, personal unconscious, archetypes, introversion, extraversion, Horney, basic anxiety,

			neurotic needs, Erikson, Adler, inferiority complex, compensation, Allport, traits, central traits, secondary traits, cardinal traits, Maslow, self-actualization, Rogers, functioning person, phenomenal field, positive psychology, Bandura, Observational learning, reciprocal determinism, Julian Rotter, locus of control, family systems theory, collectivist vs. individualistic societies, gender influences.
What persistent patterns are found in personality? How do you evaluate temperament and trait theories?	Another approach describes personality in terms of stable patterns known as temperament, traits, and types.	Chapter 10, pgs 430-437	Hippocrates, humors, tempeament, Kagan, traits, Eysenck, five-factor theory, Raymond Cattell, MMPI-2, reliability, validity, Walter Mischel, person-situation controversy, type, MBTI
What "Theories" do people use to understand each other? Are there cultural and/or gender differences in understanding personality?	People everywhere develop implicit assumptions ("folk theories") about personality, but these assumptions vary in important ways across cultures.	Chapter 10, pgs 438-445	Implicit personality theory, fundamental attribution error, individualism vs. collectivism, stoicism, neuroticism, extraversion, introversion, eclectic,

Major Assignments & Assessments:

1. Group theories assignment
2. Individual project (Inspiration)
3. Unit Test

Section 11
Testing & Individual Differences (5-7%) 1 week

CR12-This course provides instruction in testing and individual differences

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How do we measure individual differences?	Measuring individual differences is an essential component of psychology, but strict guidelines and ethical standards must be followed to ensure that results and conclusions are valid and appropriate.	Chapter 11, pgs 451-455	Validity, reliability, face validity, content validity, item analysis, criterion validity, test-retest reliability, split-half reliability, normal range, standardization, norms, subjective tests, objective tests, inter-rater reliability, ethics
How is intelligence measured? How do these measurements impact exceptional children?	Intelligence testing has a history of controversy, but most psychologists now view intelligence as a normally distributed trait that can be measured by performance on	Chapter 11, pgs 456-462	Alfred Binet, mental age, chronological age, IQ tests, Stanford-Binet intelligence scale, Weschler tests, mental retardation, giftedness, PKU, Lewis Terman

What are the current controversies and advantages (ethics) to intelligence measurements?	a variety of tasks-both verbal and nonverbal.		
What are the components of intelligence? What are some cultural definitions of intelligence?	Some psychologists believe that the essence of intelligence is a single, general factor, while others believe that intelligence is best described as a collection of distinct abilities.	Chapter 11, pgs 463-468	Psychometrics, savant syndrome, Spearman's G factor, crystallized intelligence, fluid intelligence, practical intelligence, Triarchic theory, analytical intelligence, creative intelligence, Howard Gardner, multiple intelligences, backwards knowledge, self-fulfilling prophecy
How do psychologists explain IQ differences among groups? What influences intelligence: environment, heredity or both?	While most psychologists agree that both heredity and environment affect intelligence, they disagree on the source of IQ differences among racial and social groups.	Chapter 11, 469-477	Henry Goddard, heritability, Jensen controversy, Scarr & Weinberg adoption study, social class, test bias, bell curve

Major Assignments & Assessments:

1. Continue Individual Personality project (Inspiration)
2. Analysis of testing validity project (personality tests online)
3. Unit test

Section 12
Abnormal Psychology & Treatment (7-9%) 4 weeks

CR14-This course provides instruction in abnormal psychology
CR15-This course provides instruction in treatment of psychological disorders and ethics used in psychological practice

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
What is a psychological disorder? What is the spectrum of psychological disorders? (What is abnormal behavior?) How have psychological disorders been addressed, historically? What are the indicators of abnormality?	The medical model takes a "disease" view, while psychology sees psychological disorder as an interaction of biological, mental, social, and behavioral factors.	Chapter 12, pgs 483-491	Psychopathology, hallucinations, delusions, affect, Hippocrates, medical model, social-cognitive-behavioral approach, etiology, indicators of abnormality,

How are psychological disorders classified? What are the causes & symptoms of the major classifications of disorders? Who is more likely to be diagnosed with a psychological disorder? What is the difference between organic and functional disorders?	The DSM-IV (most current), the most widely used system, classifies disorders by their mental and behavioral symptoms.	Chapter 12, pgs 492-513	DSM-IV, neurosis, psychosis, mood disorders, depression, SAD, bipolar, Anxiety disorders, GAD, panic disorder, agoraphobia, phobias (specific, social), preparedness hypothesis, OCD, Somatoform disorders, conversion disorder, hypochondriasis, Dissociative disorders, dissociative amnesia, fugue, depersonalization disorder, DID, Eating disorders, anorexia nervosa, bulimia, Schizophrenic disorders, factitious disorders, personality disorders, narcissism, antisocial, borderline, schizoid, schizotypal, avoidant, dependent, obsessive-comulsive p.d., Developmental disorders, autism,dyslexia, ADHD, shyness
What are the consequences of labeling people? What is legal insanity?	Ideally, accurate diagnoses lead to proper treatments, but diagnoses may also become labels that depersonalize individuals and ignore the social and cultural contexts in which their problems arise.	Chapter 12, pgs 514-518	Thomas Szasz, ecological model, insanity
What is therapy? When should people enter therapy? What types of mental health professionals are available?	Therapy for psychological disorders takes a variety of forms, but all involve some relationship focused on improving a person's mental, behavioral, or social functioning.	Chapter 13, pgs 523-530	Therapy, psychological therapies, biomedical therapies, Bedlam, paraprofessionals
How do psychologists treat psychological disorders? What controversies surround the evaluation of psychological therapies? What are the ethical dilemmas associated with psychological therapy?	Psychologists employ two main forms of treatment: the insight therapies (focused on developing understanding of the problem) and the behavior therapies (focused on changing behavior through conditioning)	Chapter 13, pgs 531-548	Insight therapies, talk therapies, Freudian psychoanalysis, transference, Neo-Freudian psychodynamic therapies, humanistic therapies, client-centered therapy, reflection of feeling, cognitive therapy, group therapy, self-help support groups, behavior modification, behavior therapy, systematic desensitization, exposure therapy, aversion therapy, operant conditioning therapies, contingency management, token economy, participant modeling, cognitive-behavioral therapy, rational-emotive behavior therapy (REBT), Eysenck, APA
How is the biomedical approach used to treat psychological disorders? What is the controversy surrounding SSRI's?	Biomedical therapies seek to treat psychological disorders by changing the brain's chemistry with drugs, its circuitry with surgery, or its patterns of activity with pulses of electricity or powerful magnetic fields.	Chapter 13, pgs 549-559	Psychopharmacology, antipsychotic drugs, tardive dyskinesia, antidrpressant drugs, SSRIs, Tricyclic compounds, reuptake, mood stabilizers, lithium carbonate, antianxiety drugs, stimulants, psychosurgery, prefontral lobotomy, ECT, TMS, therapeutic community, deinsitutionalization, community mental health movement

Major Assignments & Assessments:

1. Abnormal categories group presentation
2. Article review-therapy or biomedical approach
3. Unit test

Section 13
Social Psychology (8-10%) 2 weeks

CR16-This course provides instruction in social psychology

Essential Question(s)	Core Concept	Textbook	Vocabulary, Key Terms & People Covered
How does the social situation affect our behavior?	We usually adapt our behavior to the demands of the social situation, and in ambiguous situations we take our cues from the behavior of others in that setting.	Chapter 14, pgs 565-582	Social psychology, social context, Stanford prison project, social roles, situationism, script, social norms, Conformity, Asch effect, groupthink, obedience, Stanley Milgram, authority, bystander problem, diffusion of responsibility, situational power,
Constructing social reality: What influences our judgments of others? What causes prejudice and discrimination? How do groups interact within an organization? How can we combat prejudice? Why are we attracted to certain people? How does culture affect our social behaviors?	The judgments we make about others depend not only on their behavior but also on our interpretation of their actions within a social context.	Chapter 14, pgs 583-595	Social reality, interpersonal attraction, reward theory of attraction, principle of proximity, similarity principle, self-esteem, matching hypothesis, expectancy-value theory, cognitive dissonance, fundamental attribution error, self-serving bias, prejudice, discrimination, in-group, social distance, out-group, scapegoating, conformity, stereotypes (media & other), social facilitation, social loafing, deindividuation, group polarization, groupthink, romantic love, triangular theory of love
What are the roots of violence and terrorism? How does the media affect levels of violence and aggression in society?	The power of the situation can help us understand violence and terrorism, but a broader understanding requires multiple perspectives that go beyond the boundaries of traditional psychology.	Chapter 14, pgs 596-602	Violence, aggression, cohesiveness, mutual interdependence, terrorism, conflict resolution approach (Kelman)

Major Assignments & Assessments:

1. Research Project
2. Unit Test