

AP[®] Psychology Syllabus

Syllabus 3

This is a year-long course in psychology that prepares students for the AP Psychology exam. Dates below are for the 2006-2007 school year.

Text

Myers, David G. *Psychology*, 6th ed. New York: Worth Publishers, 2001.
Chapters and page numbers below refer to this text.

Course Plan—First Six Weeks

Week 1

History and Approaches [CR1]		
Aug. 22	Introduction to Psychology—History; The Breadth of Psychology <i>Activity: What is and isn't psychology?—Identifying specialties in psychology</i>	pp. 7–11
Aug. 23	Psychological perspectives <i>Activity: What do you believe?—Perspective points of view</i>	pp. 4–7
Aug. 24	Practice with perspectives <i>Activity: Personal Habit—Why do I do that?</i> <i>influence of perspectives in explaining behavior</i>	
Aug. 25	History of Psychology <i>Contributors: Wundt, Darwin, Hall, James, Freud, Watson</i>	pp. 1–4
Aug 26	Assessment	

CR1—The course provides instruction in history and approaches.

Week 2

Social Psychology [CR14]		
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CR14—The course provides instruction in social psychology.

Aug. 29	Attitudes: Formation and Change <i>From where did your attitudes come?</i> <i>Discussion on advertising</i>	pp. 645-649
Aug. 30	Attributions: Types and Errors <i>Factors affecting attributions</i> <i>Identifying attributions—situations</i> <i>Errors and their affect on our behavior</i>	pp. 643-645
Aug. 31	Conformity: Asch and influential factors <i>Demo: Conformity to upperclassmen</i> <i>Observation: Break conformity and record reactions</i>	pp. 649-653
Sept. 1	Obedience: Milgram and related research <i>Video: Milgram experiment</i> <i>Class discussion—What would you do differently? What if the learner was female?</i>	pp. 653-655
Sept. 2	Group Influence <i>Short Story: Shirley Jackson's The Lottery</i> <ul style="list-style-type: none"> • <i>identifying presence of group influence</i> 	pp. 656-661

Week 3

Sept. 6	Attraction and love <i>Factors influencing love</i> <i>Cultural variation in attractiveness</i>	pp. 677–682
Sept. 7	Prosocial behavior: altruism and peace <i>Research: Darley and Latane—“Kitty Genovese” and Bystander Effect</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Perspectives on altruism</i> <i>Factors affecting altruism</i>	pp.682–687
Sept. 8	Prejudice and discrimination <i>Difference between concepts</i> <i>Factors influencing development of prejudice and discrimination</i> <i>Research: Jane Elliot—blue eyes versus brown eyes</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Video: Discovering Psychology modules</i>	pp. 662–666
Sept. 9	Antisocial behavior: aggression and violence <i>Activity: Analysis—violence in the media</i> <ul style="list-style-type: none"> • <i>television and music analysis</i> <i>Research: Learning violence and aggression</i> <i>Albert Bandura and social learning</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Effects of violence in media [CR15]</i>	

CR15—The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Week 4

Sept. 12	Violence and Conflict <i>Video: The Brain Module #30</i> <i>Contact theory to reduce conflict and prejudice</i> <ul style="list-style-type: none"> • <i>examples of contact theory at work</i> 	pp. 675–676
Sept. 13	Culture and behavior <i>Cultural differences and universals in social behavior</i>	pp. 106–110
Sept. 14	Assessment	
Biological Bases of Behavior [CR3]		
Sept. 15	Hemisphere specialization <i>Can we live with only half a brain?</i> <i>Left and right hemisphere asymmetry</i> <ul style="list-style-type: none"> • <i>identifying left and right brain abilities</i> <i>Video: The Brain Module #4—Split Brain</i>	pp.72–79
Sept. 16	The cerebral cortex: lobes and cortical areas <i>Contributors: Broca, Wernicke, Fritsch and Hitzig, Penfield, Flourens, Gall</i> <i>Activity: The sensory homunculus—Are you sensitive?</i> <ul style="list-style-type: none"> • <i>demonstrating different sensitivities on back versus palm</i> 	

CR3—The course provides instruction in biological bases of behavior.

Week 5

Sept. 19	The Cerebral Cortex <i>Video: The Brain Module #3—Phineas Gage</i>	pp. 60–64
Sept. 20	Brain Structures and Functions <i>Label structures and function</i> <i>Application assignment—Where in the brain . . . ?</i>	
Sept. 21	Brain structures	
Sept. 22	Understanding Brain Structure and Function <i>Imaging techniques: uses and limitations</i> <i>Sample scans and identification</i> <ul style="list-style-type: none"> • <i>Whole Brain Atlas</i> 	

Sept. 23	Assessment	
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Week 6

Sept. 26	The Nervous System <i>Contributors: Galvani, Muller, Cajal</i>	pp. 54–57
Sept. 27	Basic Neuroanatomy <i>Label structures and functions</i> <i>Activity: “The Neuron Dance”</i> <ul style="list-style-type: none"> • <i>demonstration of neural activity between types of neurons</i> • <i>demonstration of threshold stimulation and action potential</i> 	pp. 47–50
Sept. 28	Neurotransmitters and Their Influence <i>Neurotransmitter activity and effects on behavior</i> <ul style="list-style-type: none"> • <i>agonistic vs. antagonistic neurochemicals</i> • <i>involvement with illness/disorders</i> 	pp. 51–54
Sept. 29	The Endocrine System and Influence on Behavior <i>Label structures and functions</i> <i>Hormone activity and effects on behavior</i>	pp.80–82
Sept. 30	Assessment	

Course Plan—Second Six Weeks

Week 7

Oct.3	The Issue of Nature and Nurture: Genes & Evolution <i>Focus on evolutionary psychology</i> <i>Contributors: Mendel, Darwin</i>	pp. 85–92
Oct. 4	Nature and Nurture: Behavior Genetics <i>How genetics work—dominant and recessive genes</i> <i>Genetic predispositions</i>	pp.93–101
Oct. 5	The Importance of Twin Studies <i>What can we learn from twins?</i> <i>Research: Bouchard “Minnesota Twin Study”</i> <ul style="list-style-type: none"> • <i>-methodology: purpose and limitations</i> 	

	<i>the roles of nature and nurture</i>	
Oct. 6	Nature and Nurture: Environment <i>Effects of culture, family, society on behavior</i>	pp. 102–106
Oct. 7	Assessment	

Week 8

Sensation and Perception [CR4]		
Oct. 10	Sensation versus Perception: Differences <i>Activity: Optical Illusions—why don't you see what I see?</i> <i>Differences in the processes</i>	pp. 171
Oct. 11	Sensory Thresholds and Adaptation <i>Different thresholds for each sensory modality</i> <i>Weber's Law and the just noticeable difference</i> <i>Activity: Subliminal messages—backmasking</i> <ul style="list-style-type: none"> • <i>the role of top-down processing in perception</i> 	pp. 172–176
Oct. 12	The Sense of Vision <i>Anatomy of the eye</i> <i>Activity: Blindspot location</i> <i>Activity: Location of rods and cones</i>	pp. 177–188
Oct. 13	Color Vision <i>Visible spectrum—additive and subtractive color</i> <i>Types of cones</i> <i>Colorblindness</i>	
Oct. 14	Visual Perception <i>Monocular and binocular cues</i> <i>Activity: Magazine pictures demonstrating monocular cues</i>	pp. 211–225

CR4—The course provides instruction in sensation and perception.

Week 9

Oct. 17	Visual Perception <i>Perceptual constancy</i> <i>Afterimage effect</i>	
Oct. 18	Perceptual Interpretation	pp. 226–233

Oct. 19	The Sense of Hearing <i>Anatomy of the ear</i> <i>Noise and deafness</i>	pp. 189–195
Oct. 20	Attention <i>Activity: Characteristics of a penny</i> <i>Selective attention</i> <i>Divided attention</i> <i>Video: Black t-shirts versus. white t-shirts basketball</i>	pp. 209–210
Oct. 21	The Sense of Touch and Pain <i>Video: The Mind—Girl with no pain receptors</i> <ul style="list-style-type: none"> • <i>what would life be like without pain?</i> <ul style="list-style-type: none"> ○ <i>The benefits of touch</i> ○ <i>Phantom limb sensations</i> • <i>-the biological explanation</i> 	pp. 196–200

Week 10

Oct. 24	Taste and Smell <i>Anatomy of the connection</i> <i>Activity: Are you a supertaster or a nontaster?</i> <ul style="list-style-type: none"> • <i>characteristics of each type</i> • <i>looking at our taste bud concentrations</i> 	pp.200–203
Oct. 25	The Other Senses: Kinesthesia and Vestibular <i>Reading: The Man Who Mistook His Wife for a Hat; The Disembodied Woman</i> <ul style="list-style-type: none"> • <i>loss of proprioception</i> <i>Relationship between the senses</i> <i>Sensory synaesthesia</i>	pp.203–206
Oct. 26	Assessment	

States of Consciousness [CR5]		
Oct. 27	Circadian Rhythms <i>Questionnaire: Are you an owl or a lark?</i> <i>Biological Circadian Rhythms</i> <i>Video: The Brain—Sleep and Circadian Rhythms</i> <ul style="list-style-type: none"> • <i>cave dweller and effects of lack of time cues</i> 	pp. 245–247
Oct. 28	Stages of Sleep <i>Variety of brain waves</i> <i>Time spent at each stage</i> <i>Biological differences between REM and NREM sleep</i>	pp. 248–251

CR5—The course provides instruction in states of consciousness.

Week 11

Oct. 31	Need for Sleep and Sleep Disorders <i>Survey: Sleep Hygiene</i> <i>National Sleep Foundation statistics on sleep Disorders: symptoms, frequency, and treatment</i>	pp. 252–256
Nov. 1	Dream Theory <i>Psychoanalytic versus Biological versus Cognitive</i>	pp. 257–260
Nov. 2	Hypnosis <i>Activity: Barber Suggestibility Scale</i> <ul style="list-style-type: none"> • <i>how suggestible are you?</i> <i>How does hypnosis work?</i> <ul style="list-style-type: none"> • <i>Role theory, state theory, hidden observer</i> <i>Video: Discovering Psychology—hypnosis demo</i> [CR15]	pp. 261–270
Nov. 3	Drugs and Consciousness <i>Research: Olds and the “pleasure centers”</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Video segment: The Mind—addiction</i> <i>Drug categories and effects</i> <i>Other behaviors that are addictive</i> <ul style="list-style-type: none"> • <i>gambling, shopping, eating</i> 	pp. 270–282

CR15—The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Nov. 4	Assessment	
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Week 12

Developmental Psychology [CR9]		
Nov. 7	Prenatal Development <i>Patterns of development</i> <i>Teratogens</i> <ul style="list-style-type: none"> • <i>role of the mother</i> • <i>role of the father</i> 	pp. 119–124
Nov. 8	Infancy/Childhood: Physical Development <i>Activity: Order of skill development in infants</i> <i>Maturation and learning</i>	pp. 124–126
Nov. 9	Infancy/Childhood: Cognitive Development <i>Piaget's Sensorimotor Stage</i> <ul style="list-style-type: none"> • <i>assimilation and accommodation</i> • <i>object permanence</i> <i>Video: Discovering Psychology—infant object permanence</i> <i>Piaget's preoperational stage</i> <ul style="list-style-type: none"> • <i>egocentrism</i> • <i>Piaget's concrete-operational stage</i> • <i>Activity: Field trip to elementary school</i> <i>Conservation tasks observation</i>	pp. 127–133
Nov. 10	Infancy/Childhood: Social Development <i>Research: Ainsworth "strange situation"</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Attachment styles and parenting styles</i> <i>Research: Harlowe "contact comfort"</i> <ul style="list-style-type: none"> • <i>methodology: purpose and limitations</i> <i>Stranger Anxiety and Separation Anxiety</i> <i>Erikson's eight stages of man</i> <i>Kohlberg's preconventional reasoning</i>	pp. 134–142
Nov. 11	Infancy: Social Development <i>Activity: Show and tell</i> <ul style="list-style-type: none"> • <i>Bring in child's toy or book. How does it help the child develop socially?</i> 	

CR9—The course provides instruction in developmental psychology.

CR15—The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

	<ul style="list-style-type: none"> • <i>Student presentations</i> 	
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[CR15]

Course Plan—Third Six Weeks

Week 13

Nov. 14	Assessment	Chapter 4, continued
Nov. 15	Gender <i>Activity: John and Jane?</i> <ul style="list-style-type: none"> • <i>baby picture with gender attributes</i> • <i>influences on gender development</i> 	
Nov. 16	Adolescence: Physical Development <i>Puberty—early and late developers</i> <i>Eating disorders</i>	pp. 142–145
Nov. 17	Adolescence: Cognitive Development <i>Piaget's formal operational stage</i> <i>Metacognition—do you know how you think?</i>	pp. 145–148
Nov. 18	Adolescence: Social Development <i>Erikson's identity formation</i> <i>Conformity: peers versus parents</i>	pp. 148–153

Week 14

Nov. 21	Adolescence: Social Development <i>Kohlberg's conventional and postconventional stages</i> <ul style="list-style-type: none"> • <i>practice identifying stages</i> 	
Nov. 22	Adulthood: Physical Development <i>Perceptions of aging—discussion</i> <ul style="list-style-type: none"> • <i>cultural differences in perception</i> <i>Gradual physical decline</i> <i>Menopause</i>	pp. 153–158

THANKSGIVING HOLIDAY

Week 15

Nov. 28	Adulthood: Cognitive Development <i>Crystallized versus fluid intelligence</i> <i>Maintaining a healthy brain</i> <i>Alzheimer's disease</i>	pp. 159–162
Nov. 29	Adulthood: Social Development <i>Article: "Successful Aging"</i> <ul style="list-style-type: none"> • <i>the importance of social networks</i> 	pp. 162–167
Nov. 30	Assessment	

Personality [CR10]		
Dec. 1	Psychoanalytic Perspective <i>Video: A&E Biography: Sigmund Freud</i> <ul style="list-style-type: none"> • <i>highlights major developments in Freud's Psychoanalytic Theory</i> 	pp. 490–501
Dec. 2	Psychoanalytic Perspective <ul style="list-style-type: none"> • <i>levels of unconscious</i> • <i>psychosexual stages</i> • <i>defense mechanisms</i> 	

CR10—The course provides instruction in personality.

Week 16

Dec. 5	Trait Perspective <i>Big 5 Theory of Personality</i> <ul style="list-style-type: none"> • <i>Is personality stable or changeable</i> 	pp. 502–511
Dec. 6	Trait Perspective	
Dec. 7	Humanistic Perspective <ul style="list-style-type: none"> • <i>Hierarchy of needs</i> • <i>Self-actualization</i> 	pp. 512–521
Dec. 8	Humanistic Perspective <i>Contributor: Rogers</i> <ul style="list-style-type: none"> • <i>Unconditional positive regard</i> 	

	<ul style="list-style-type: none"> • <i>Ideal self</i> • <i>Client-centered therapy</i> 	
Dec. 9	Social-Cognitive Perspective <i>Bandura: Reciprocal determinism</i> <i>Locus of control</i> <i>Seligman: Learned helplessness</i>	pp. 522–528

Week 17

Dec. 12	Social-Cognitive Perspective	
Dec. 13	Positive Psychology Issues <i>Focus of positive psychology</i> <ul style="list-style-type: none"> • <i>Positive subjective experiences</i> • <i>Optimism</i> • <i>Hope</i> 	
Dec. 14	Positive Psychology Issues	
Dec. 15	Assessment	
Dec. 16	Final Exam Review	

Week 18

Dec. 19–22		Final Exams—Fall Semester
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Course Plan—Fourth Six Weeks

Week 1

Learning [CR6]		
Jan. 10	Classical Conditioning: Process <i>Contributors: Pavlov and Watson</i> <i>Components of Classical Conditioning</i> <i>Practice—identifying components</i> <i>Video: Discovering Psychology—Pavlov and classical conditioning</i>	pp. 287–292
Jan. 11	Classical Conditioning: Phenomena <i>Acquisition, discrimination, generalization, extinction, spontaneous recovery</i>	pp. 292–299

CR6—The course provides instruction in learning.

	<i>practice—identifying components</i> Video: Discovering Psychology— <i>Watson and Little Albert</i> Discussion— <i>Food aversions and phenomena</i>	
Jan. 12	Evaluating Classical Conditioning <i>Limitations of the Perspective</i>	
Jan. 13	Operant Conditioning: Process <i>Shaping and the Skinner Box</i> Activity: “Hot and Cold”— <i>shaping student behavior</i> <i>Reinforcement and Punishment</i> Practice— <i>identifying consequences</i> Video: Discovering Psychology— <i>Skinner on operant conditioning</i>	pp. 300–304

Week 2

Jan. 16	Schedules of Reinforcement <i>Schedules—fixed and variable</i> Practice— <i>identifying schedules</i>	pp. 304–307
Jan. 17	Evaluating Operant Conditioning Article: <i>Drawbacks of Reinforcement</i>	pp. 307–312
Jan. 18	Social/Observational Learning <i>Research: Bandura and Modeling Aggression</i> <ul style="list-style-type: none"> <i>methodology: purpose & limitations</i> <i>Process of social learning</i>	pp. 313–315
Jan. 19	Cognition and Learning Theory <i>Classical, operant, and social learning—how does thinking fit in?</i>	[CR15]
Jan. 20	Assessment	

CR15—The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Week 3

Cognition [CR7]		
Jan. 23	Memory Systems <i>Atkinson and Schiffrin's model of memory</i> <ul style="list-style-type: none"> <i>sensory, short, long term</i> 	pp. 317–320

CR7—The course provides instruction in cognition.

	<p><i>memory</i></p> <ul style="list-style-type: none"> • <i>capacity and duration of information</i> • <i>transfer of information among the system</i> 	
Jan. 24	<p>Encoding Information <i>The need for attention</i> <i>Modes of encoding: visual, auditory, semantic</i></p>	pp. 321–327
Jan. 25	<p>Encoding: Mnemonics <i>What is a mnemonic?</i></p> <ul style="list-style-type: none"> • <i>examples of mnemonics</i> <p><i>Video: Learning Tree—Improving Your Memory</i> <i>Practice—creating your own mnemonics</i></p>	
Jan. 26	<p>Storage of Memories <i>Deep versus shallow processing</i> <i>Influence of context, mood, state of mind</i></p>	pp. 328–329
Jan. 27	<p>Biology of Memory <i>Brain areas devoted to memory</i> <i>Neurochemicals and memory</i> <i>Video segment: The Mind “Search for Mind”—Clive Wearing</i></p> <ul style="list-style-type: none"> • <i>damage to brain leads to memory deficits</i> 	pp. 329–334

Week 4

Jan. 30	<p>Retrieval Cues <i>Recall and recognition memory</i> <i>Tip-of-the-tongue phenomenon</i> <i>Deja vu</i></p>	pp. 335–338
Jan. 31	<p>Theories of Forgetting <i>Interference, decay, retrieval failure</i></p>	pp. 338–344
Feb.1	<p>Memory Error <i>Activity: Telephone game</i></p> <ul style="list-style-type: none"> • <i>what changes in the information?</i> <p><i>The problem with reconstructive memory</i> <i>Research: Loftus and eyewitness testimony</i></p> <ul style="list-style-type: none"> • <i>wording effects and</i> 	pp. 345–354

	<i>memory</i>	
Feb. 2	Assessment	
Feb. 3	Thinking: Concept Formation and Problem Solving <i>Schemas</i> <i>Algorithms and heuristics</i> Activity: Talk aloud while solving a problem <ul style="list-style-type: none">• <i>analyze your strategy</i>	pp. 357–361

Week 5

Feb. 6	Decision Making <i>Belief perseverance and belief bias</i> <i>Mental set and functional fixedness</i> Activity: Create a phonograph	pp. 362–370
Feb. 7	Language Structure and Acquisition <i>Components of language</i> <i>Early exposure versus late exposure</i> <ul style="list-style-type: none">• <i>detecting language subtleties as infants</i> Video: Nova: Secrets of the Wild Child—Genie	pp. 373–376
Feb. 8	Theories of Language Development <i>Chomsky, Skinner and Cognition</i> <ul style="list-style-type: none">• <i>nativist, behaviorist, cognitive theories</i>	pp. 376–384
Feb. 9	Animals and Cognition <i>Kohler: Insight Learning</i> <ul style="list-style-type: none">• <i>Sultan</i> <i>Communication with animals</i> <i>Do animals have language?</i> <ul style="list-style-type: none">• <i>Koko</i>	pp. 384–385
Feb 10	Assessment	

Week 6

Testing and Individual Differences		
[CR11]		
Feb. 13	History of Intelligence Testing	pp. 391–

CR11—The course provides instruction in testing and individual differences.

	<i>Binet—Paris school children</i> <i>Terman and IQ</i> <i>Post-World War II testing</i> Article: "Bias of IQ testing with immigrants"	394
Feb. 14	Definitions of Intelligence <i>Activity: Sample Mensa questions</i> <ul style="list-style-type: none"> • <i>what are these questions measuring?</i> <i>General intelligence versus multiple intelligence</i> <ul style="list-style-type: none"> • <i>Spearman, Gardner, Sternberg</i> <i>Emotional intelligence</i>	pp. 394–398
Feb. 15	The Biology of Intelligence <i>Brain size and brain function</i> <ul style="list-style-type: none"> • <i>correlational research</i> 	pp. 398–400
Feb. 16	Genetics, Environment, and Intelligence <ul style="list-style-type: none"> • <i>Influence of genes and schooling on intelligence</i> <i>how much can we affect intelligence?</i> 	pp. 410–414
Feb. 17	Testing Intelligence <i>Achievement and aptitude tests</i> <i>Modern intelligence tests</i> <i>Reliability and validity issues</i> <i>The Flynn Effect</i> <i>Activity: Creating an intelligence test for your pet</i>	pp. 401–405

Course Plan—Fifth Six Weeks

Week 7

Feb. 20	Is Intelligence Stable? <i>The range of intelligence</i> <i>Intelligence over time</i> <ul style="list-style-type: none"> • <i>fluid and crystallized revisited</i> <i>Beliefs about intelligence and attributions</i>	pp. 405-408
Feb. 21	Intelligence and Creativity <i>Activity: Completing ambiguous figures</i> <ul style="list-style-type: none"> • <i>which are more creative?</i> <i>Components of Creativity</i>	pp. 408-409

	<i>Relationship between intelligence and creativity</i>	
Feb. 22	Ethnicity, Gender, and Intelligence <i>Group differences in intelligence</i> <i>Group similarities in intelligence</i> <i>Sociocultural factors affecting intelligence</i> <ul style="list-style-type: none"> • <i>influence on girls</i> • <i>Aronson's stereotype threat</i> 	pp. 415–419
Feb. 23	Culture, Bias, and Intelligence <i>Cultural differences in definition of intelligence</i> <i>The bias of intelligence tests</i>	pp. 419–420
Feb. 24	Assessment	

Week 8

Motivation and Emotion [CR8]		
Feb. 27	Introducing Motivation <i>What motivates you?—discussion</i> Basic introduction to motivation theory	pp. 423–427
Feb. 28	Hunger as a Motive <i>The biology of hunger</i> <i>Outside influences and hunger</i> <ul style="list-style-type: none"> • <i>incentives, culture, social pressure</i> <i>Obesity</i>	pp. 427–434
Mar. 1	Sexuality as a Motive <i>Arousal as a motive</i> <ul style="list-style-type: none"> • <i>factors affecting arousal</i> <i>Adolescent sexuality</i>	pp. 435–447
Mar. 2	Belonging as a Motive <i>Why do you belong to groups?—discussion</i> <i>Benefits of “others”</i> <ul style="list-style-type: none"> • <i>influence on health and lifespan</i> 	pp. 448–449
Mar. 3	Achieving as a Motive <i>What is one major goal in your life?</i> <i>Intrinsic and extrinsic motivation</i> <i>Leadership and motivation</i>	pp. 450–456

CR8—The course provides instruction in motivation and emotion.

Week 9

Mar. 6	Assessment	
Mar. 7	Basic Emotions <i>Ekman's emotion faces</i> <ul style="list-style-type: none"> • <i>identify the emotion displayed</i> • <i>cultural universals</i> <i>When did you learn to display these emotions?</i>	pp. 477–487
Mar. 8	Psychology Fair <i>Field trip: Explaining psychological concepts to elementary school students</i> <ul style="list-style-type: none"> • <i>20 interactive booths, demonstrations, high school student presenters</i> 	
Mar. 9	Emotion Theories <i>James-Lange, Canon-Bard, Schachter-Singer Practice—identify theory used in situations</i>	pp. 459–464
Mar. 10	Emotion as a Physiological Response <i>Activity: "Lie Detector" in mock "crime"</i> <ul style="list-style-type: none"> • <i>use of biofeedback monitor to determine arousal = lying</i> 	pp. 465–469

SPRING BREAK WEEK

Mar. 20	Stress and Illness <i>Effects on the immune system</i> <ul style="list-style-type: none"> • <i>from colds to cancer</i> <i>Type A and heart disease</i>	pp. 602–615
Mar. 21	Emotional Expression <i>Culture and expression—display rules</i> <i>Gender differences in emotional display</i>	pp. 470–476
Mar. 22	Assessment	
Methods [CR2]		
Mar. 23	Psychological Research <i>Methodology—uses</i> <i>Practice—matching methodology to specific</i>	pp. 13–20

CR2—The course provides instruction in research methods.

	behavioral questions	
Mar. 24	Non-experimental methods <i>Observation, Case Study, Surveys</i> <ul style="list-style-type: none"> • <i>strengths and limitations</i> 	pp. 20–24

Week 11

Mar. 27	Correlational Studies <i>What is a correlation? - uses and limitations</i> <ul style="list-style-type: none"> • <i>types of correlations</i> • <i>strength of correlation</i> <i>Scatterplots and relationships</i>	pp. 24–30
Mar. 28	Experimental Method <i>Uses and limitations</i> <i>Variables, controls, groupings</i>	pp. 31–34
Mar. 29	Control of Sources of Bias <i>Reducing participant bias</i> <i>Reducing researcher bias</i> <i>Reducing confounding variables</i> Practice—identifying confounding variables	
Mar. 30	Research Design and Sampling <i>Activity: Mazes and mirrors experiment</i> <ul style="list-style-type: none"> • <i>identify components of an experiment</i> • <i>identify design weaknesses</i> <i>Population and samples</i> <i>Generalization and Replication</i> [CR16]	pp. 22–23
Mar. 31	Group Work—Research Design Planning the research project <ul style="list-style-type: none"> • fill out project proposal sheet 	

CR16—The course provides instruction in ethics and research methods used in psychological science and practice.

Week 12

Apr. 3	Statistics <i>Types of data</i> <i>Descriptive</i> <ul style="list-style-type: none"> • <i>measures of central tendency, standard deviation</i> • <i>frequency graphs</i> 	pp. 34–38
Apr. 4	Statistics	

	<i>Inferential</i> <ul style="list-style-type: none"> • <i>statistical significance</i> <i>Generalizability of results</i>	
Apr. 5	Ethics in Research <i>Guidelines for use of animals</i> <i>Guidelines for use of humans</i> <i>The Internal Review Board (IRB)</i>	pp. 39–44
Apr. 6	Assessment	
Apr. 7	Group Work—Consent Form <i>Creation of consent form following stipulated ethical guidelines</i>	

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Week 13

Abnormal Psychology [CR12]		
Apr. 10	What Is Abnormal Behavior? <i>Criteria of abnormal behavior</i> <i>Culture-bound syndromes</i> The Diagnostic and Statistical Manual <ul style="list-style-type: none"> • <i>categories of disorders</i> 	pp. 531–538
Apr. 11	Anxiety Disorders <i>Panic disorder, generalized anxiety disorder, phobias</i> <ul style="list-style-type: none"> • <i>symptoms, causes</i> <i>How do you know you have a phobia?</i>	pp. 539–544
Apr. 12	Anxiety Disorders <i>Obsessive-compulsive disorder, post traumatic stress disorder</i> <ul style="list-style-type: none"> • <i>symptoms, causes</i> <i>Relationship between anxiety and mood disorders</i>	
Apr. 13	Mood Disorders <i>Major depression, dysthymia</i> <ul style="list-style-type: none"> • <i>symptoms, causes</i> <i>Video: 20/20 Special Report on Depression</i>	pp. 545–553

CR12—The course provides instruction in abnormal psychology.

EASTER BREAK

Course Plan—Sixth Six Weeks

Week 14

Apr. 17	<p>Mood Disorders <i>Bipolar disorder</i></p> <ul style="list-style-type: none"> • <i>symptoms and causes</i> <p><i>Seasonal affective disorder</i> <i>Postpartum Depression</i></p>	
Apr. 18	<p>Dissociative Disorders <i>Amnesia, fugue, dissociative identity disorder</i></p> <ul style="list-style-type: none"> • <i>symptoms, causes</i> <p>Video: The Brain—“<i>Multiple Personalities</i>”</p>	pp. 554–555
Apr. 19	<p>Schizophrenia <i>Symptoms and types</i></p> <p>Video: The Brain—“<i>Schizophrenia</i>”</p>	pp. 556–561
Apr. 20	<p>Schizophrenia Video: The Brain—“<i>Etiology of Schizophrenia</i>”</p> <ul style="list-style-type: none"> • <i>biological and genetic factors</i> • <i>social factors</i> 	
Apr. 21	<p>Personality Disorders <i>Types, symptoms, and causes</i> <i>Practice: Identifying characteristics of antisocial personality disorder</i></p> <ul style="list-style-type: none"> • “<i>Erika</i>” 	pp. 562–563

TEACHER WORKDAY

Week 15

Apr. 25	<p>Disorder Prevalence and Culture <i>Do these disorders occur with the same frequency around the world?</i> <i>Cultural effects on definition of disorders</i> <i>Cultural effects on diagnosis of disorders</i></p> <ul style="list-style-type: none"> • <i>Cultural competency in training</i> 	pp. 564–565
Apr. 26	Assessment	

Apr. 27	Group Experiment Run <i>Student groups use class time to run their experiments with participants</i>	
Apr. 28	Group Experiment Run	

Week 16

Treatment of Psychological Disorders [CR13]		
May 1	History of Therapies <i>Early Treatments</i> <ul style="list-style-type: none"> • <i>pictures of contraptions</i> • <i>early beliefs</i> <i>Innovators: Pinel and Dix</i>	p. 567
May 2	Psychoanalysis <i>Uncovering the unconscious</i> <ul style="list-style-type: none"> • <i>transference</i> • <i>free association</i> • <i>hypnosis</i> 	pp. 568-571
May 3	Client-Centered Therapy <i>Providing unconditional positive regard</i> <ul style="list-style-type: none"> • <i>active listening/paraphrasing</i> 	pp. 571–572
May 4	Behavior Therapies <i>Changing behavior</i> <ul style="list-style-type: none"> • <i>systematic desensitization</i> • <i>aversion therapy</i> • <i>token economies</i> • <i>virtual reality and exposure therapy</i> 	pp. 572–577
May 5	Cognitive and Group Therapies <i>Changing thinking</i> <ul style="list-style-type: none"> • Cognitive therapy • Cognitive-behavioral therapy • Rational emotive therapy <i>The value of group therapies</i>	pp. 577–580

CR13—The course provides instruction in treatment of psychological disorders.

Week 17

May 8	Biomedical Therapies <i>Drug therapy—effects on neurotransmitters</i> <i>Light therapy</i> <i>Brain surgery</i> <i>Electroconvulsive therapy</i>	pp. 592–597
May 9	Evaluation and Effectiveness of Therapies <i>Practice—matching therapy with disorder</i> <i>Which is the best therapy?</i> <ul style="list-style-type: none"> • <i>a comparison</i> <i>Activity: Group skit demonstrating specific therapy</i>	pp. 581–592
May 10	AP Psychology Exam, 1:00 pm, Staff Development Building	
May 11	Group work—finalizing the research report	
May 12	Research paper, completion, report on findings <ul style="list-style-type: none"> • <i>What did you learn through your experiment?</i> <i>PowerPoint presentations</i>	

Week 18

May 15-19		Senior Final Exams
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Week 19

May 22-26		Underclassmen Final Exams
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