

AP Psychology





2018-2019 Syllabus

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Course Description:

AP Psychology is designed to introduce students to the scientific study of the behavior and mental processes of human beings. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology.

In an effort to make budding psychologists out of you, the course will stress the need to think like a psychologist. As author and social psychologist, David Myers, notes, to think like a psychologist one must “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997). Whether you choose to pursue a career in psychology or in some entirely different field, this habit of mind will be of great value.

Course Expectations:

- 1. We learn from each other:** This course is not one in which you will play a passive role. Instead, you are expected to take an ACTIVE part in your own learning and that of the class as well. In the AP classroom, discussion and demonstrations will dominate over lectures so that we can learn from each other. Each of you brings something special to the course, something special that our team needs if we are to be successful. Come each day ready to contribute by joining in on the conversation.
- 2. Knowledge for application’s sake:** In AP Psychology there is a considerable amount of content you must master. However, you must do more than memorize information provided by myself or other sources. You will be asked to apply this information to real life situations via class discussions or through concisely written free response questions.
- 3. Psychologists read:** As AP students, you will be expected to read the textbook. You must show evidence of daily preparation by participating in class discussions, asking critical questions, making text-to-world connections, and bringing in notes from your reading or taking notes in your personal copy of the text.
- 4. Active class participation:** The amount of material covered in this course on any given day is substantially higher than in a regular class. Each period you are expected to be physically and mentally present. This includes participating in class discussions and demonstrations, taking notes and refraining from mentally leaving class to check your phone.

Core Goals: Change how you view the world and make you a better student

1. **Prepare you for taking college classes.**
2. **Mastery of Psychology's core concepts.** – Through elaborative rehearsal and the development of hierarchical schemas, you will master Psychology's most important concepts.
3. **The ability to graphically represent complex concepts.** – Anyone can make an outline, but it requires true understanding of a concept to be able to draw a diagram showing the structure and relationship of its constituent parts. You will leave this course with a new ability to quickly, cogently, and graphically arrange your thoughts.
4. **The ability to apply Psychology to your life** – Application does not stop once you leave the classroom. The concepts we study shape our existence. Through 'Psych Immersions,' you will constantly look for psychological applications in your life.
5. **The ability to think like a psychologist** - to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.” (Sternberg, 1997).
6. **Literacy in the 21st century skills you need for success in today's world.** – At Weymouth High School we don't just teach you content, we teach you how to use that content. At the end of this course you'll be able to
 - a. **Read** real psychological research
 - b. **Write** about psychology for your peers and for the general public
 - c. Use databases and the internet to **research** new psychological studies
 - d. Use **problem solving** techniques to solve your real world problems
 - e. Use **technology** to create websites and leverage the power of social media
 - f. **Collaborate** in a professional learning community through Team Psych and in small groups called Quads.
 - g. **Orally** present and debate a complex argument based on psychological research

Course Materials

Text (provided):

Morris, Charles G., and Albert A. Maistro. *Psychology: An Introduction*. Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0131891472.

Binders (students must provide):

- 3-ring binder for class - whatever size is most comfortable for you
- 4inch 3-ring binder for your portfolio along with 20-30 plastic sheets and 12 dividers.

Assessment: Point System

1. **Unit Exams (100-140 pts)** - At the end of each unit you will take a unit exam consisting of AP-style multiple choice questions, and Free Response Questions taken exclusively from past AP exams. In addition you will take three AP Practice exams throughout the year. By the time May comes along, you will have taken about 12 mini AP exams.
2. **Concept Maps (100pts each)** – For each unit you will develop concept maps that graphically organize the information.
3. **Skill Assignments (100-150pts each)** – For each unit, you will be asked to apply the content area to your life. While they will take many forms, from designing a research project to keeping your own dream journal, they will necessitate the internalization of course content and the use of 21st century skills.
4. **Classroom Citizenship Term Grade (100pts)** – See late work and engagement policies.
5. **Reading Quizzes** –(10-20 pts)

Policies:

1. **Late work:** As you can see by our class calendar, you are given ample notice for ALL assignments. Instead of taking away late points from the assignment grade and thereby corrupting the assessment data, you are given a classroom citizenship grade of 100 points at the start of each term. Twenty-five points will be deducted from this grade for every assignment that is handed in late or is missing. Additionally, habitual failure to adequately prepare for class by skipping the nightly readings/concept maps and/or failure to meaningfully engage in class will also result in deductions from your classroom citizenship grade. The good news is that if you hand in your work, do your nightly readings/concept maps, and participate actively in class, you will be rewarded with a 100/100 pts on each term grade.
2. **Plagiarism and Cheating:** Either as part of the assignment or as a whole, plagiarism and/or cheating will result in a zero. (Students who cheat historically fail the AP Psych exam)
3. **Attendance:** The WHS attendance policy is very lenient resulting in chronic absenteeism twice that of the state. You are advised to NOT view your 6 excused absences as personal days to which you are entitled, nor should you plan to be tardy to this class. I will use every minute of this class to help you master this course. Students with more than 4 unexcused absences are not eligible for a full classroom citizenship grade of 100 points.
4. **Engagement:** Class time is a precious and sacred. If you are in room 213, then you are talking about Psych or working with Psych. Use of your phone or socializing that interrupts your learning, will result in deductions from your classroom citizenship grade.

Evidence of Compliance with College Board AP Psychology Requirements and WHS Learning Expectations

College Board Curricular Requirements	Evidence of Curricular Requirement
The course provides instruction in each of the following 14 content areas outlined in the <i>AP Psychology Course Description</i> :	Please refer to the Content Outline, found on pages 4-13, and note that our 12 Units address each of these content areas. For a delineation of how each content area is addressed please see the Content/Topic Outline for each unit.
<ul style="list-style-type: none"> ○ History and Approaches ○ Research Methods ○ Biological Bases of Behavior ○ Sensation and Perception ○ States of Consciousness ○ Learning ○ Cognition 	
<ul style="list-style-type: none"> ○ Motivation and Emotion ○ Developmental Psychology ○ Personality ○ Testing and Individual Diff. ○ Abnormal Psychology ○ Treatment of Psychological Dis. ○ Social Psychology 	
As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.	For examples of how each content area meets this requirement please see the Content/Topic Outline for each unit.
The course teaches ethics and research methods used in psychological science and practice.	Please refer to the Content/Topic outline for Unit 1: The Science of Psychology and the Unit 1 Project in which students design their own research project.

AP Psychology Skill Assignment Chart

	Strategic Reading	Problem Solving	Research	Collaboration	Technology	Written Communication	Oral Communication
Term 1	-Concept Maps		Research Unit Correlation Article	-Superheroes and the Brain -CC Grade	Google Classroom and engagement in classroom social media outlets.	- FRQs	Socratic Seminars and classroom discussions
Term 2	-Concept Maps	-Conditioning Fun - College Application	-Hypnosis	-Classroom Citizenship Grade		- FRQs	
Term 3	-Concept Maps		-Intelligence -Sexual Orientation	- Classroom Citizenship Grade		- FRQs	
Term 4	-Concept Maps	Diagnosis and Treatment		- Case Studies - Fractured Fairytales		- Psych Satire Project - FRQs	

Directions on how to use these section: What follows on pages 4-13 is our course content online as describe by the College Board in the Fall 2013 [AP Psychology Course Description](#). For each unit, AP Psychology students must be able to complete a series of learning tasks. *Italicized* words in those tasks are key terms that you must define and be able to use. Each unit also has a list of important psychologists associated with the topics studied during that unit. Mastery of these three things (the tasks, the terms and the psychologists) will results in a 5 on the AP exam.

AP Psychology: Content Outline

Term 1: September – November

Unit 1: Motivation, Emotion, and Stress

In this unit, AP Psychology students must be able to complete the following essential tasks

- 1-1. Identify and apply basic motivational concepts to understand behavior with specific attention to *instincts* for animals, biological factors like *drives and homeostasis*, and *operant conditioning factors like incentives*, and *intrinsic versus extrinsic motivators*.
- 1-2. Compare and contrast the motivational theories of *drive reduction theory*, *arousal theory*, and *Maslow's hierarchy of needs* detailing the strengths and weaknesses of each.
- 1-3. Describe classic research findings in specific motivation systems (e.g., eating, sex, social).
- 1-4. Compare and contrast the major theories of emotion *James–Lange Theory*, *Cognitive Appraisal Theory*, *Schachter two-factor theory*, *Cannon–Bard Theory* and *Opponent Process Theory*.
- 1-5. Describe how emotions are expressed and how cultural influences shape emotional expression
- 1-6. Discuss sources of stress (*conflicts, frustration*, etc.), measures of stress, and theories of stress (*general adaptation theory*)
- 1-7. Identify the effects of stress on psychological/physical well-being and how to cope with stress.

Content/Topic Outline:

1. Perspectives on Motivation
 - a. Instincts
 - b. Drive-Reduction Theory
 - c. Arousal Theory
 - d. Yerkes-Dodson Law
 - e. Maslow's Hierarchy of Needs
2. Contact, Aggression, Achievement, Affiliation
3. Hunger and Thirst
4. Theories of Emotion
5. Expressed Emotions
6. Sources of Stress
7. Coping with Stress
8. Stress, Health, and Reducing stress

Varsity Psychologists

1. William James
2. Alfred Kinsey
3. Abraham Maslow
4. Stanley Schachter
5. Hans Selye

Unit 2 - Memory: Cognition Part 1

In this unit, AP Psychology students must be able to complete the following essential tasks:

- 2-1 Describe the information processing model of memory with specific attention to the following steps:
 - *Encoding: external stimuli, sensory registers, selective attention, reticular formation, short-term memory*
 - *Storage: long-term memory, explicit memory (semantic and episodic memories) and implicit memories (emotional and procedural memories)*
 - *Retrieval*
- 2-2 Outline principles that help improve memory functioning at each stage:
 - encoding - *attention, chunking, serial positioning effect, deep versus shallow processing, and rote rehearsal*
 - storage - *decay theory, elaborative rehearsal, spacing effect, method of loci, and link method*
 - retrieval - *Retrieval cues and priming*
- 2-3 Describe the physiological systems of memory with specific attention to *long-term potentiation* and the *brain regions* where memories are stored.
- 2-4 Describe specific retrieval problems (*anterograde and retrograde amnesia, decay theory, proactive and retroactive interference*) and memory construction errors (*misinformation effect, eyewitness testimonies, and source amnesia*)

Content/Topic Outline

1. Information Processing Model
2. Sensory Registers and Attention
3. STM and LTM
4. Biology of Memory
5. Retrieval and Forgetting
6. Special Topics in Memory

Varsity Psychologists

1. Elizabeth Loftus
2. George A. Miller
3. Hermann Ebbinghaus

Unit 3 - The Science of Psychology: History, Approaches, and Methodology

In this unit, AP Psychology students must be able to complete the following essential tasks:

- 3-1. Describe, compare, and contrast how different approaches to psychology explain behavior:
 - *psychoanalytic/psychodynamic, Gestalt, humanism and behaviorism*
 - *cognitive, biological, evolutionary, and social* as more contemporary approaches
- 3-2. Distinguish the different careers in psychology (*clinical, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, and psychometric*)
- 3-3. Trace the growth of psychology with specific attention to *structuralism and functionalism* in the early years.
- 3-4. Describe the scientific method and differentiate types of research with regard to purpose, strengths, weaknesses and reasonable conclusions
 - *Descriptive Research: Case Studies, Naturalistic Observation and Surveys*
 - *Correlational Research*
 - *Experimental Research*
- 3-5. Describe descriptive research studies (*Case Studies, Naturalistic Observation and Surveys*) taking into account *population, random sampling, wording-effect and applicable biases*.
- 3-6. Apply basic statistical concepts to explain research findings using descriptive statistics: Central Tendency (*mean, median, mode, skewed distributions*) Variance (*range, standard deviation, and normal distributions*)
- 3-7. Describe a correlational research study taking into account *operational definitions, random sampling, correlational coefficient, and scatter-plots*.

- 3-8. Describe experimental research design taking into account *operational definitions, independent/dependent variables, confounding variables, control/experimental groups, random assignment of participants, single/double blind procedures, demand characteristics, and applicable biases.*
- 3-9. Apply basic statistical concepts to explain research findings using inferential statistics: *Statistical significance (t-test and p-value)*
- 3-10. Identify the APA ethical guidelines and identify how they inform and constrain research practices.

Content /Topic Outline

1. Approaches to Psychology
2. Careers in Psychology
3. The Growth of Psychology
4. Scientific Method
5. Research Methods: Descriptive
6. Descriptive Statistics
 - a. Measures of Central Tendency
 - b. Measures of Variation
7. Research Methods: Correlation
8. Research Methods: Experimentation
9. Inferential Statistics
 - a. Statistical Significance
10. Ethics: Guidelines and Wrong doings
 - a. APA Code of Ethics
 - b. Gone wrong? Milgram and Zimbardo

Varsity Psychologists

1. Mary Whiton Calkins
2. Charles Darwin
3. Dorothea Dix
4. Sigmund Freud
5. G. Stanley Hall
6. William James
7. Ivan Pavlov
8. Jean Piaget
9. Carl Rogers
10. B. F. Skinner
11. Margaret Floy Washburn
12. John B. Watson
13. Wilhelm Wundt

Unit 4: The Biological Bases of Behavior

In this unit, AP Psychology students **must** be able to complete the following essential tasks:

- 4-1. Identify the basic parts of the neuron (*dendrites, cell body, axon, terminal buttons, synaptic vesicles, and receptor sites*)
- 4-2. Describe the electric process of neural firing (*ions, resting potential, action potential, threshold of excitation, all-or- none law, sub-threshold excitations, summation, absolute refractory period, relative refractory period.*)
- 4-3. Describe the chemical process of transmitting a signal between neurons with specific reference to the synapse (*synaptic vesicles, synaptic cleft and receptor sites*), neurotransmitters (*excitatory and inhibitory*), drugs (*agonists and antagonists*) and *reuptake*.
- 4-4. Describe the function and disorders related to key neurotransmitters (*serotonin, dopamine, endorphins, acetylcholine, GABA, and norepinephrine.*)
- 4-5. Describe the subdivisions and functions of the *nervous system*:
- I. *Central Nervous System*
 - A. *Brain*
 - i. *Brain Stem*
Medulla, Pons, Reticular Formation, Cerebellum, and the Thalamus
 - ii. *Limbic System*
Hypothalamus, Amygdala, and the Hippocampus
 - iii. *Cerebral Cortex (Left and Right Hemispheres and the corpus callosum)*
Occipital Lobe, Parietal Lobe, Temporal Lobe, and the Frontal Lobe
Primary Motor Cortex and Primary Sensory Cortex
Wernicke's Area and Broca's Area
 - B. *Spinal Cord*
 - II. *Peripheral Nervous System*
 - A. *Somatic Nervous System*
 - B. *Autonomic Nervous System*

i. *Sympathetic Nervous System (Fight or Flight)*

ii. *Parasympathetic Nervous System (Rest and Digest)*

- 4-6. Detail historic and contemporary research strategies and technologies that support research (*case studies like Phineas Gage, split-brain research, sleep research (EEGs), structural imaging (CAT Scans and MRIs), and functional imaging (PET scans and fMRIs)*).
- 4-7. Identify key glands of the endocrine system and describe their effects on behavior
- 4-8. Explain how heredity and environment work together to shape behavior with specific attention to *heredity and gene-environment interaction*.
- 4-9. Explain key behaviors that evolutionary psychologists believe exist because of their adaptive value.

Content/Topic Outline

1. Neural structure and behavior
2. Neurotransmitters
3. The Central Nervous System:
 - a. Brainstem
 - b. Limbic System
 - c. Cerebral Cortex
4. Left and Right Hemispheres
5. The Peripheral Nervous System
6. The Endocrine System
7. Tools for Studying the Nervous System
8. Genetics: Heredity and Environment
9. Evolutionary Psychology

Varsity Psychologists

1. Paul Broca
2. Charles Darwin
3. Michael Gazzaniga
4. Roger Sperry
5. Carl Wernicke

Unit 5: Sensation, Perception, and States of Consciousness

In this unit, AP Psychology students must be able to complete the following essential tasks

- 5-1. Discuss basic principles of *sensation/bottom up processing* with specific attention to sensory *transduction, absolute threshold, difference threshold (Weber's Law), signal detection, and sensory adaptation*.
- 5-2. Describe the sensory process of vision including the specific nature of energy *transduction (rods and cones and the trichromatic theory of color vision)*, relevant anatomical structures (*cornea, pupil, iris, lens, retina, optic nerve, blind spot and fovea*) and specialized pathways in the brain (*opponent process theory of color vision and the occipital lobe*).
- 5-3. Describe the other sensory processes (e.g., hearing, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction (*Frequency Theory, Place Theory, Volley Principle, Gate Control Theory*) relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 5-4. Explain common sensory disorders (e.g., visual and hearing impairments).
- 5-5. Describe general principles of *perception/ top down processing* (organizing and integrating sensation) that promote stable awareness of the external world with specific attention to the *Gestalt principles of figure/ground, closure, proximity, connectedness, similarity and the mono and binocular cues for depth perception*).
- 5-6. Discuss how experience, context and culture can influence perceptual processes with specific attention to *perceptual set, illusions, change blindness, and selective attention*.
- 5-7. Describe various states of consciousness and their impact on behavior.
- 5-8. Discuss aspects of sleep and dreaming:
 - *stages, characteristics of the sleep cycle and circadian rhythms.*
 - *theories of sleep and dreaming (activation synthesis, information processing, cognitive theory, and psychodynamic)*

— symptoms and treatments of sleep disorders (*sleep apnea and narcolepsy*)

- 5-9. Explain hypnotic phenomena (*suggestibility, dissociation, actor-observer effect*) and describe historic and contemporary uses of hypnosis (*pain control, addiction and psychotherapy*).
- 5-10. Identify the major psychoactive drug categories (*depressants, stimulants and hallucinogens*) and classify specific drugs, including their psychological and physiological effects.
- 5-11. Discuss drug dependence, addiction, tolerance, and withdrawal.

Content/Topic Outline

1. Sensation and Perception
 - a. Bottom-Up Processing vs. Top-Down Processing
 - b. The nature of Sensation
2. Vision
3. Hearing and The Other Senses
4. Perception: Gestalt Principles, Visual Illusions, Depth and Motion Perception
5. Consciousness
6. Sleep and Circadian Rhythms
7. Dreams
8. Hypnosis
9. Drug-Altered Consciousness
10. Substance Abuse

Varsity Psychologists

1. Gustav Fechner
2. David Hubel
3. Ernst Weber
4. Torsten Wiesel
5. William James
6. Sigmund Freud
7. Ernest Hilgard

Term 2: December – January

Unit 6: Learning

In this unit, AP Psychology students **must** be able to complete the following essential tasks

- 6-1. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- 6-2. Describe basic classical conditioning phenomena with specific attention to *unconditioned stimulus, unconditioned response, neutral stimulus, pairing, acquisition, conditioned stimulus, conditioned response, extinction, spontaneous recovery, generalization, discrimination, contingency, and higher-order learning*.
- 6-3. Predict the effects of operant conditioning with specific attention to (*primary, secondary, immediate, or delayed*) *positive/negative reinforcement and punishment*.
- 6-4. Predict how practice, *shaping through successive approximations, schedules of reinforcement (continuous, fixed ratio, variable ration, fixed interval, variable interval), motivation (intrinsic and extrinsic), contingency, and time influence the quality of learning*.
- 6-5. Apply learning principles to explain *phobias, taste aversion, superstitious behavior, learned helplessness, and biofeedback*.
- 6-6. Describe the essential characteristics of *insight learning, latent learning, and observational learning (vicarious learning, live model, and virtual model)*

Content/Topic Outline

1. Classical Conditioning
2. Operant Conditioning
3. Reinforcement and Punishment
4. Schedules of Reinforcement
5. Social Cognitive Learning

Varsity Psychologists

1. Ivan Pavlov
2. John B. Watson
3. Robert Rescorla
4. Edward Thorndike
5. B. F. Skinner
6. John Garcia
7. Edward Tolman
8. Albert Bandura

6. Behavior Modification

Unit 7: Problems, Decisions and Language: Cognition Part 2

In this unit, AP Psychology students must be able to complete the following essential tasks

- 7-1. Define cognition and identify how the following interact to form our cognitive life: *schemata/concepts, prototypes, assimilation, accommodation, effortful versus automatic processing, and deep vs. shallow processing, and focused versus divide attention.*
- 7-2. Identify problem-solving techniques (*algorithms and heuristics*) as well as factors that influence their effectiveness (*problem representation, mental set and functional fixedness*).
- 7-3. Identify decision making techniques (*compensatory models, representativeness heuristics, and availability heuristics*) as well as factors that influence decision making (*overconfidence, confirmation bias, belief bias, belief perseverance, and hindsight bias*)
- 7-4. List the characteristics, *stages*, and ways to foster creative thought
- 7-5. Synthesize how biological, cognitive and cultural factors converge to facilitate the use of language (*phonemes, morphemes, syntax and semantics*) and its development (*holophrastic stage, telegraphic speech*).
- 7-6. Synthesize how biological, cognitive, and cultural factors converge to facilitate the acquisition (*critical periods, Universal Inborn Grammar, and Victor/Genie*) of language.
- 7-7. Analyze how culture impacts language (linguistic determinism) and the quality and depth of non-human thought and language-free processing.

Content/Topic Outline

1. Thinking: Concepts, Schemas and Prototypes
2. Problem Solving
3. Obstacles to Problem Solving
4. Decision Making and Biases
5. Creativity
6. Structure of Language
7. Language Development
8. Feral Children: Victor and Genie
9. Language, thought and culture
10. Thinking without language?
11. Nonhuman Cognition and Language

Varsity Psychologists

1. Wolfgang Köhler
2. Noam Chomsky

Unit 8: Intelligence, Testing, and Individual Differences

In this unit, AP Psychology students must be able to complete the following essential tasks

- 8-1. Define intelligence, list characteristics psychologists include in their definition, and discuss how culture influences the definition of intelligence.
- 8-2. Compare and contrast historic and contemporary theories of intelligence with specific attention to *general intelligence, triarchic theory, crystallized/fluid intelligence, multiple intelligences, emotional intelligence*.
- 8-3. Explain how psychologists design tests, including *standardization strategies* and other techniques to establish *reliability and validity* and interpret the meaning of scores in terms of the *normal curve*.

- 8-4. Debate the appropriate testing practices, particularly in relation to the *Stanford-Binet test*, the *WISC*, the *WAIS* and *culture-fair* test uses.
- 8-5. Describe relevant labels related to intelligence testing (e.g., *gifted*, *cognitively disabled*, *savant*).
- 8-6. Debate what determines intelligence.

Content/Topic Outline

1. Theories of Intelligence
 - a. Spearman, Thurstone and Cattell
 - b. Sternberg, Gardner and Coleman
2. Making good tests
 - a. Reliability
 - b. Validity
3. Intelligence Tests
 - a. Stanford-Binet
 - b. WISC
 - c. Performance and Culture Fair Tests
4. Mental Retardation and Giftedness
5. Intelligence: Nature vs. Nurture

Varsity Psychologists

1. Alfred Binet
2. Francis Galton
3. Howard Gardner
4. Charles Spearman
5. Robert Sternberg
6. Louis Terrman
7. David Wechsler

Term 3: February – April

Unit 9: Developmental Psychology

In this unit, AP Psychology students **must** be able to complete the following essential tasks

- 9-1. Detail how psychologists study development including *longitudinal studies*, *cross-sectional studies*, and *autobiographical studies*.
- 9-2. Explain the process of conception, gestation (*zygote*, *embryo*, and *fetus*), factors that influence fetal development (*teratogens* and *Fetal Alcohol Syndrome* and nutrition), and the maturation of motor skills.
- 9-3. Explain the maturation of cognitive abilities according to Piaget with specific attention to *object permanence* in the *sensorimotor stage*, *magical thinking*, *theory of mind*, and the lack of *conservation* and *reversible* thinking in the *preoperational stage*, overcoming the limitations of the preoperational stage in the *concrete operational stage*, and the development of abstract reasoning in the *formal operational stage*.
- 9-4. Explain the maturation of cognitive abilities according to Vygotsky with specific attention to *zones of proximal* development and compare this viewpoint to Piaget.
- 9-5. Explain Erikson's social development paying specific attention to the crisis in each stage and the virtue gained from each stage.
- 9-6. Describe the influence of *temperament*, *attachment*, and *parenting styles* (*permissive indulgence*, *permissive indifferent*, *authoritarian*, *authoritative*).
- 9-7. Compare and contrast Kohlberg and Gilligan's models of moral development.
- 9-8. Discuss maturational challenges in adolescence and the formation of identity (*foreclosure*, *diffusion* and *moratorium*).
- 9-9. Predict the physical and cognitive changes that emerge as people age.
- 9-10. Describe how sex and gender influence socialization and other aspects of development.

Content/Topic Outline:

1. Methodology in Developmental Psychology
2. Prenatal and Infant Development
3. Cognitive Development
 - a. Piaget
 - b. Vygotsky
4. Social Development: Erikson
5. Moral Development: Kohlberg
6. Sex-Role Development
7. Topics in Adolescent Development
8. Topics in Adulthood
9. Topics in Late-Adulthood

Varsity Psychologists

1. Mary Ainsworth
2. Albert Bandura
3. Diana Baumrind
4. Erik Erikson
5. Carol Gilligan
6. Harry Harlow
7. Lawrence Kohlberg
8. Konrad Lorenz
9. Jean Piaget
10. Lev Vygotsky

Unit 10: Personality

In this unit, AP Psychology students must be able to complete the following essential tasks:

- 10-1. Describe Freud's *Triarchic Theory* of personality (*id, ego and superego*) with specific attention to the role of the *unconscious, wish-fulfillment, ego ideal, and defense mechanisms* and identify how personality develops through the *psychosexual stages (oral, anal, phallic, latency and genital)*.
- 10-2. Compare and contrast Freud's psychodynamic theories to the theories of the other Neo-Freudians (Jung and the *collective unconscious*, Adler and the *inferiority complex*, Horney and *anxiety*).
- 10-3. Compare and contrast the Humanistic personalities theories to those of the psychoanalytic theorists with specific attention to Roger's *self-actualizing tendency and unconditional positive regard* and Maslow's *self-actualization*.
- 10-4. Compare and contrast the psychoanalytic, humanistic and Cognitive-Social Learning Theory with specific attention to Bandura's *expectances, performance standards, self-efficacy, locus of control, and learned helplessness*.
- 10-5. Describe the trait theory of personality with specific attention to the Big Five traits of *openness, conscientiousness, extroversion, agreeableness, and neuroticism*.
- 10-6. Identify frequently used assessment strategies such as objective tests like the *Minnesota Multiphasic Personality Inventory [MMPI]* and the *Myers Briggs Type Indicator [MBTI]* and projective tests like *the Thematic Apperception Test [TAT]*, and the *Rorschach* test and then evaluate their relative quality based on reliability and validity.

Content/Topic Outline:

1. Psychodynamic Theories
2. Humanistic Theories
3. Cognitive-Social Theories
4. Trait Theories – The Big Five
5. Projective and Objective Tests of Personality

Varsity Psychologists

1. Alfred Adler
2. Albert Bandura
3. Paul Costa
4. Robert McCrae
5. Sigmund Freud
6. Carl Jung
7. Abraham Maslow
8. Carl Rogers

Unit 11: Abnormal Psychology and the Treatment of Psychological Disorders

In this unit, AP Psychology students **must** be able to complete the following essential tasks

- 11-1. Describe contemporary and historical conceptions of what constitutes psychological disorders, recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) as the primary reference for making diagnostic judgments with specific attention to five *axis*, and identify the positive and negative consequences of diagnostic labels (e.g., the *Rosenhan study*).
- 11-2. Discuss the major diagnostic category of **mood disorders** with specific attention to the diagnoses of *major depressive disorder*, *Persistent Depressive Disorder*, *Bipolar I and Bipolar II*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-3. Discuss the major diagnostic category of **anxiety disorders** with specific attention to the diagnoses of *panic disorder*, *agoraphobia*, *social anxiety disorder*, *specific phobias*, *GAD* and *PTSD*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-4. Discuss the major diagnostic category of **obsessive-compulsive disorders** with specific attention to the diagnoses of *OCD* and *BDD*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-5. Discuss the major diagnostic category of **somatic disorders** with specific attention to the diagnoses of *somatic symptom disorder*, *conversion disorder*, and *illness anxiety disorder*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-6. Discuss the major diagnostic category of **dissociative disorders** with specific attention to the diagnoses of *DID*, *Dissociative Amnesia (Fugue)* and *Depersonalization*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-7. Discuss the major diagnostic category of **childhood disorders** with specific attention to the diagnoses of *Autism Spectrum Disorder*, *ADHD*, and *ODD*, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-8. Discuss the major diagnostic category of **schizophrenia** detail the defining *positive and negative* symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-9. Discuss the major diagnostic category of **personality disorders** with specific attention to the diagnoses of *Paranoid*, *Schizoid*, *Schizotypal*, *Antisocial*, *Borderline*, *Histrionic*, *Narcissistic*, *Avoidant*, *Dependent*, and *Obsessive-Compulsive Personality Disorders* detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.
- 11-10. Describe the treatment techniques used in *insight therapy* (*psychoanalysis*, *client-centered*, and *gestalt*) and summarize the effectiveness of specific treatments for specific disorders.
- 11-11. Describe the treatment techniques used in *behavior therapy* (*systematic desensitization*, *flooding*, *aversion therapy*, and *behavior contracting*) and summarize the effectiveness of specific treatments for specific disorders.
- 11-12. Describe the treatment techniques used in *cognitive therapy* (*stress inoculation*, *Becki's Cognitive Therapy*, and *Rational Emotive Therapy*) and summarize the effectiveness of specific treatments for specific disorders.
- 11-13. Describe the treatment techniques used in *biological therapy* and summarize the effectiveness of specific drugs for specific disorders.

Content/Topic Outline:

1. Definition and Perspectives on Psychological Disorders
2. Mood Disorders
3. Anxiety Disorders
4. Somatoform Disorders
5. Childhood Disorders
6. Dissociative Disorders
7. Schizophrenic Disorders
8. Personality Disorders
9. Insight Therapies

Varsity Psychologists

1. Aaron Beck
2. Albert Ellis
3. Sigmund Freud
4. Mary Cover Jones
5. Carl Rogers
6. B. F. Skinner
7. Joseph Wolpe

10. Behavior Therapies
11. Cognitive Therapies
12. Group Therapies
13. Biological Treatments

Term 4: April – May

Unit 12: Social Psychology

In this unit, AP Psychology students must be able to complete the following essential tasks

- 12-1. Apply attribution theory to explain the behavior of others with specific attention to the *fundamental attribution error, self-serving bias, just-world hypothesis and differences between collectivistic and individualistic cultures*
- 12-2. Discuss *attitude formation* and how attitudes change with specific attention to *schema, primacy effect, cognitive dissonance* and the *central and peripheral routes to persuasion*.
- 12-3. Predict the impact of others on individual behavior with specific attention to the *deindividuation, self-fulfilling prophecy, the bystander effect and social facilitation*.
- 12-4. Explain how individuals respond to expectations of *conformity*.
- 12-5. Explain how individuals respond to expectations of *compliance*.
- 12-6. Describe the structure and function of different kinds of group behavior with specific attention to *group polarization and group think*
- 12-7. Describe processes that contribute to differential treatment of group members with specific attention to *attraction, altruism, aggression, in-group/out-group dynamics, ethnocentrism, prejudice*.

Content/Topic Outline:

1. Social Cognition - Attribution
2. Attitudes and Persuasion
3. The impact of others on you
4. Conformity
5. Compliance
6. Treatment of group members.

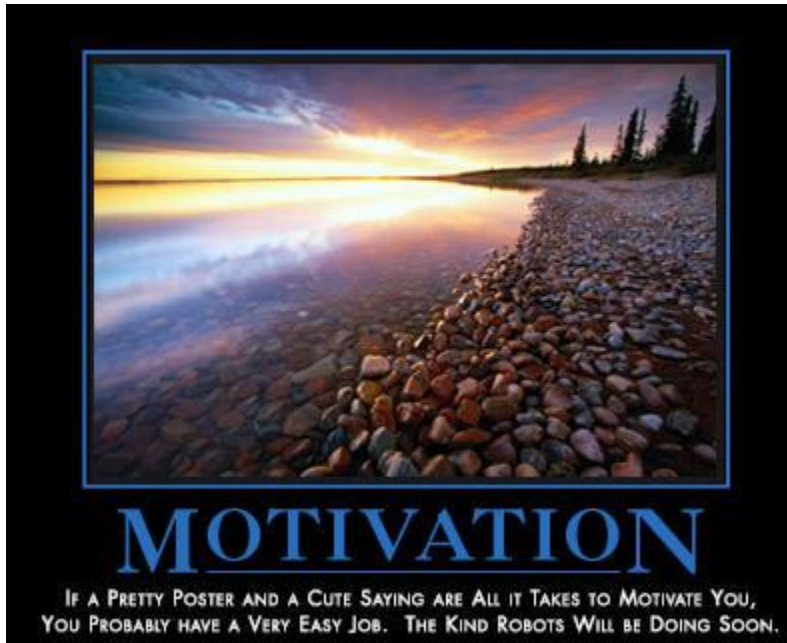
Varsity Psychologists

1. Solomon Asch
2. Leon Festinger
3. Stanley Milgram
4. Philip Zimbardo

Varsity Studies and Psychologists

Researcher (s)	Area of Study	Basics of Study	Key Concepts derived from or enhanced from research
Asch	Social Cognition	Asch deceived subjects by telling them it was a study in perception. He was really testing their conformity levels. Also called “the line study.”	Conformity, group influence, factors increasing conformity
Erikson	Development	Developed an approach to the personality that extended Freudian psychosexual theory. It is unique in that it encompasses the entire life cycle and recognizes the impact of society, history, and culture on personality.	Stages of Psychosocial Development, Identity Crisis
Freud	Personality	“The ego and the mechanisms of defense.”	Defense mechanisms, ego, displacement, sublimation, projection, repression, regression, etc.
Harlow	Development	Cloth monkey and wire monkey mothers: which would the child monkeys go to when scared?	Love, attachment,
Hobson & McCarley	Sleep or Consciousness	Sleep studies that indicate the brain creates dream states, not information processing or Freudian interpretations	Activation-Synthesis Theory
Kohlberg	Development	Studied boys responses to and processes of reasoning in making moral decisions. Most famous moral dilemma is “Heinz” who has an ill wife and cannot afford the medication. Should he steal the medication and why?	Moral development Preconventional Conventional Postconventional stages of moral development
Lange	Emotion	Our experience of emotion is our awareness of our physiological responses to emotion arousing stimuli	James-Lange Theory
Loftus	Cognition and memory	Showed how easily memories could be changed and falsely created by techniques such as leading questions and illustrating the poverty of accuracy in eyewitness reports.	False memories, memory consolidation
Milgram	Social Psych	“Behavioral study of obedience”—wanted to see if Germans were an aberration or if all people were capable of committing evil actions	Shock study, teacher/learner study or obedience study
Pavlov	Learning	Began by measuring the salivary reaction of dogs. Ended with a new understanding of associational learning and the conditioned reflex.	Classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response
Piaget	Development	<i>“The development of object concept: The construction of reality in the child.”</i>	Object permanence, perception of reality by children, development of cognition
Rorschach	Personality Testing	“Psychodiagnostics: A diagnostic test based on perception.”	Ink-blot, projective test
Schacter	Emotions	Worked with emotions and modified theory of emotions to include cognitions and their role in the formation of emotions	Two-Factor Theory
Seligman	Personality	Learning to be depressed—the learned helplessness studies with dogs and electric shock	Learned helplessness
Skinner	Learning	Trained animals to do complex behaviors; e.g. making pigeons exhibit superstitious behavior	Operant conditioning, chaining,
Spearman	Intelligence	Through is development of factor analysis he believed in the existence of a general intelligence the underlies mental processes.	Factor Analysis, g
Watson & Raynor	Learning	Classical conditioning—conditioned fear into infants (including Little Albert) in order to examine how fears are learned and generalized	Classical conditioning terms, behavioral conditioning
Wolpe	Learning/Therapy	Systematic desensitization work	Systematic desensitization
Zimbardo	Social Psych	Prison Study that showed the power of roles in people’s behaviors. When one takes on a role, they will often change their behavior in order to fit the perceived set	<i>This chart was adapted from Mr. Schallhorn</i>

Unit 1 Project

What *really* motivates you?

I hope you will see, in the day-to-day flow of our class, my intense desire to demonstrate the relevance of psychology in your life. This isn't the kind of material that should remain within the classroom walls, but rather it can inform and enlighten well beyond these concrete barriers. To this effect, it would be a shame to leave this unit with its explanatory power untouched and unused.

We defined motives as specific needs or wants that both arouse and then direct a person toward a specific goal. Drive-Reduction Theory does a great job explaining what biologically motivates us for drives such as hunger, thirst and

sex. Yet, even these most basic of motives, are heavily influenced by our cognitive processes, environmental cues, and social context.

Assignment: You are to use the theories/motives below to explain the motivations behind *meaningful* behaviors in your life. You will create a PowerPoint with words and images that identify and explain the behaviors you do that are explained by each of the theories/motivations below. THIS MUST BE PRINTED BECAUSE IT IS GETTING HUNG UP.

Please note that 'meaningful' is highlighted for a reason. The assignment would be mere busywork if it only served to explain: why you wore jeans instead of shorts yesterday, that you ate Fruit Loops instead of Fruity Pebbles this morning, or that you want to go to Florida tomorrow because you wish you were still on vacation.

Theories:

- Arousal Theory
 - Make sure you also explain how you use Yerkes Dodson Law to improve performance
- Maslow's Hierarchy of Needs
- Intrinsic Motives – really helpful projects will identify long term intrinsic motivations that can keep you motivated throughout the year.

Research Proposal

Directions: PLEASE READ. Failure to follow these directions will result in an ungraded proposal. For our first project, you are to *design* your own descriptive, correlational, and experimental research studies. Design means that you will make a plan, not that you actually have to conduct these studies. You will submit your research proposal to me for review. Your proposal will have three sections. Please label each section as shown and number your answers to each of the questions in each of the sections. Proposals must be typed. If you gain my approval, you may actually conduct either your correlational or experimental study for up to 20 extra credit points. Your project will be graded out of 100 points with each question worth five points unless otherwise specified. Seniors, as you are almost assuredly going to need to do one of these for your capstone I highly recommend doing this and getting extra credit for it.

Section 1: Descriptive Research Study Design

- 1-1. What topic are you proposing to describe?
- 1-2. Which approach to psychology would be most interested in describing this topic?
- 1-3. Which of the three descriptive research methods will you use?
- 1-4. Thoroughly describe how you will design this research study with specific attention to *sampling, wording-effect and various biases when applicable*.
- 1-5. State what types of conclusions you will be able to draw from this study.
- 1-6. State if and to what extent you will be able to generalize your findings.

Section 2: Correlational Research Study Design

- 2-1. What two variables from your topic (please use the same topic as that from section I) are you going to study to determine if they are related?
- 2-2. What are your operational definitions for each topic
- 2-3. Describe how you will use a survey to gather data with specific attention to random sampling.
- 2-4. Describe or simply show how you will use excel to determine the correlation coefficient. (10 pts)
- 2-5. Discuss how you will interpret the correlation coefficient and what conclusions you can and cannot draw from this statistic.
- 2-6. State or show how you will graphically represent the correlation between the two variables.

Section 3: Experimental Research Study Design:

- 3-1. State your hypothesis.
- 3-2. Identify the independent and dependent variables you will study.
- 3-3. State the operational definitions of each variable.
- 3-4. Explain how you plan to set up your experiment with specific attention to *confounding variables, control/experimental groups, random assignment of participants, single/double blind procedures, demand characteristics, and applicable biases*. (10 pts)
- 3-5. Describe any necessary statistical techniques that you will need to apply to properly interpret your findings.
- 3-6. State what conclusions you could draw from your findings and to what extent your findings can be generalized.

Zombie Restaurant or Brain Character Cast



What is the task?

You will make a 2 page handout and 24 note using one of the following ideas:

Zombie Menu – Create a menu for a restaurant that serves brain infused dishes to hungry zombies.

Page 1:

1. Include items for all the brain areas and neurotransmitters listed below (24 items total)
2. Organize said items into four groups (Brain Stem, Limbic System, Cerebral Cortex, Neurotransmitters)
3. Name each item with a name that is clearly link to the actual name of the brain area/neurotransmitter.
4. Provide a description of that item that ties the item’s effect to all of the primary functions of that brain region.

Page 2:

Map(s) of the brain that clearly identify the location of all 18 brain regions.

24 Note cards:

On the front side put the brain region and your item name. On the back put the function of the brain region and a shortened version of your description.

Brain Character Cast – Create a cast list for a brain-inspired spoof of your favorite show/movie/book etc. The directions are exactly the same as the zombie menu just this time your description can account for a character’s super-power or super-weakness.

1. Medulla	8. Amygdala	14. Primary Somatosenory Cortex
2. Reticular Formation	9. Occipital Lobe	15. Left Hemisphere
3. Pons	10. Temporal Lobe	16. Right Hemisphere
4. Cerebellum	11. Parietal Lobe	17. Broca’s Area
5. Thalamus	12. Frontal Lobe	18. Wernicke’s Area
6. Hypothalamus	13. Primary Motor Cortex	
7. Hippocampus		

Neurotransmitters

- | | | |
|--------------|------------------|-------------------|
| 1. Serotonin | 3. Endorphins | 5. GABA |
| 2. Dopamine | 4. Acetylcholine | 6. Norepinephrine |

Zombie Restaurant or Brain Character Cast

Score Sheet

Need an example to get you going?

Hydrating Hypo-Driven-thalamus – Just getting out of the gym and getting ready for a night on the town? This is the drink you need to quench all your drives. Beyond merely quenching your thirst, it will also stimulate your VMH making you feel full, It will kick start your sex drive but keep you cool as it regulates your body temp so you don't get too smokin' hot. \$10.99

Organize said items into four groups (Brain Stem, Limbic System, Cerebral Cortex, Neurotransmitters)	<i>/5 pts</i>
Name each item with a name that is clearly link to the actual name of the brain area/neurotransmitter.	<i>/25 pts</i>
Provide a description of that item that ties the item's effect to all of the primary functions of that brain region.	<i>/25pts</i>
Map(s) of the brain that clearly identify the location of all 18 brain regions.	<i>/5 pts</i>
24 Note cards: On the front side put the brain region and your item name. On the back put the function of the brain region and a shortened version of your description.	<i>/40 pts</i>

- | | | |
|------------------------|--------------------------|---------------------------------|
| 1. Medulla | 8. Amygdala | 14. Primary Somatosenory Cortex |
| 2. Reticular Formation | 9. Occipital Lobe | 15. Left Hemisphere |
| 3. Pons | 10. Temporal Lobe | 16. Right Hemisphere |
| 4. Cerebellum | 11. Parietal Lobe | 17. Broca's Area |
| 5. Thalamus | 12. Frontal Lobe | 18. Wernicke's Area |
| 6. Hypothalamus | 13. Primary Motor Cortex | |
| 7. Hippocampus | | |

Neurotransmitters

- | | | |
|--------------|---------------------|----------------------|
| 1. Serotonin | 3. 3. Endorphins | 5. 5. GABA |
| 2. Dopamine | 4. 4. Acetylcholine | 6. 6. Norepinephrine |

Your Dream Journal and Theory

Unit 5 Project



Sigmund Freud said "Dreams are the royal road to the unconscious". Though there are those who say they do not, everybody dreams. This project is designed to help you become more aware of your dreams, how often you dream, and what (if anything) can you learn from your dreams.

First, staple several sheets of loose-leaf paper together, around 10 should suffice (not pages ripped out of a spiral notebook). This is going to be your dream journal. You will be making entries in this journal as described below.

Grades will be based on your ability to analyze your dreams and come up with your own dream theory. If you have any questions, please see me **IN ADVANCE** of the due date. Start recording your dreams by about the middle of October and continue until you have at least 4 to 5 reams.

PART I. Dream Journal

Before falling asleep, **DECIDE** you are going to remember your dreams. Be patient; it may take a night or 2 for your unconscious to get the message. The most important thing to remember is that **EVERYONE** dreams and that once you believe you will remember them, you will!

Keep the journal and a pen close to your bed and write down dreams you recall **immediately**, without interpretation. You may have more than one entry per night (everyone dreams between 4 and 6 times) of varying lengths (REM sleep gets longer, therefore, your dreams get longer later on in the night).

What should you record? Basically everything, uncensored, as you remember them... do not worry about proper English for this part. To be more specific write down any or all of the following:

- dialogue or any words
- the number and types of people (friends, strangers, relatives)
- objects
- the mood of the dream (happy, sad, scary, etc.)
- settings
- themes
- events
- timing in the dream
- relations to the dream and you (are you an observer, participant, seeing yourself as player?)

If it's too difficult to record a part of the dream in writing, sketch a picture. The journal may be handwritten. If there are any dream entries that you do not want read, please mark these "Personal" across the top of the pages.

PART II. Psychodynamic analysis of your dreams.

Once you have about 4-5 dreams in your journal, try to analyze them using the following questions as guides (but feel to create your own "questions" also).

1. Are your dreams bizarre? Mundane?
2. Were you able to control your dreams as you remembered more and more of them?
3. Which dreams if any are most disturbing? Why? What do they mean to you?
4. What was the manifest content, what was the latent content of each dream?
5. Was the content of both journals identical on any days? What does this tell you?
6. What common symbols or objects did you record? What do you think these symbols mean?
7. What were the common threads, common ideas, common emotions running through the journal?
8. How are your dreams relevant to your waking life?
9. What seems to be the main function of your dreams?
10. What did you learn about yourself after keeping a dream journal for a month.
11. Do you agree with the activation synthesis theory of dreaming? Why or why not?
12. Do you agree with the information processing model of dreaming? Why or why not?
13. Do you agree with the cognitive theory of dreams? Why or why not?
14. Do you agree with Freud's psychoanalytic explanation of dreams? Why or why not?

You are to type your answers to Part II and include them in your final product. Do not just write sentences answering each question, rather take your time and flesh them out.

Dream Project Score Guide

Part I: Dream Journal

- Thoroughness of Journal /10
- 4-5 Dreams /20

Part II: Psychodynamic analysis of your dreams

- 5 points per question /70

/100

Unit 6 Project

Using Learning Techniques

Unit Project for Learning

The techniques found in this chapter are among the most helpful and applicable things we will talk about this year. I use what I've learned in this unit every day, if not every hour that I'm awake. Whether it is parenting my children, interacting with my cats, planning lessons, motivating students, working with my department, or fundraising, these learning theories are everywhere. For each of the following you are to identify an situation in your life now (or in the future) and create a plan for how you do (or would) use these techniques in your life.

- **Classical Conditioning**
 - What is the situation?
 - What is the desired response?
 - What will the UCS, UCR, CS, and CR be?
 - How will contingency play into the conditioning of your subject?
 - Why will time be important in pairing the UCS with the CS?
 - How will extinction, stimulus generalization, and spontaneous recovery play a role in your conditioning?
 - How will you observe/measure your effectiveness?
- **Operant Conditioning**
 - What is the situation?
 - What is the target behavior? (be very specific)
 - What types of Reinforcers will be used and why?
 - What type of reinforcement schedule will you use and why?
 - Will you use punishment?
 - Will you shape through successive approximations? If yes then how?
 - How will you prevent against response generalization?
 - How will you observe/measure your effectiveness?
- **Social Cognitive Learning Theory**
 - What is the situation?
 - What is the target behavior? (be very specific)
 - What type of model will you pick?
 - Will the observer see vicarious punishment or reinforcement and why?
 - How will you observe/measure your effectiveness?

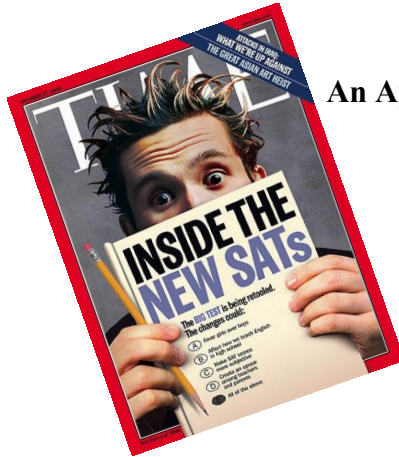
Extra credit – video of the successful conditioning (must be playable to class to receive 20pt credit)

Problem Solving Rubric for Conditioning Project



Skill Score

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Define the problem	<ul style="list-style-type: none"> - Accurately identifies and defines all key terms/variables. - Categorizes the problem at hand by comparing it to previously learned concepts. 	<ul style="list-style-type: none"> - Accurately identifies and defines most key terms/variables. - Adequately categorizes the problem at hand. 	<ul style="list-style-type: none"> - Accurately identifies and defines some key terms/variables. - Somewhat categorizes the problem at hand. 	<ul style="list-style-type: none"> - Fails to identify and define key terms/variables. - Does not categorize the problem at hand. 	
Identify and implement a strategy	Explicitly selects and implements a highly effective solution strategy.	Explicitly selects and implements an adequate solution strategy.	Selects and implements a weak solution strategy.	Does not select or implement a solution strategy.	
Evaluate progress toward the goal	Shows ample evidence of monitoring progress toward a solution during the problem solving.	Shows adequate evidence of monitoring progress toward a solution during the problem solving.	Occasionally monitors progress toward a solution during the problem solving.	Fails to monitor progress toward a solution during the problem solving.	
Solution and reflection	<ul style="list-style-type: none"> - Presents a plan that thoroughly addresses the problem at hand. - Considers the practicality of the solution. - Can justify or validate the solution. 	<ul style="list-style-type: none"> - Presents a plan that adequately addresses the problem at hand. - Considers the practicality of most of the solution. - Can justify or validate most of the solution. 	<ul style="list-style-type: none"> - Presents a plan that fails to address the problem at hand. - Considers the practicality of parts of the solution. - Can justify or validate parts of the solution. 	<ul style="list-style-type: none"> - No solution is presented. - Fails to consider the practicality of the solution. - Can not justify or validate the solution. 	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	Total score



Unit 6 Project: An Application of ‘Your Application Process’



You are to apply the ideas and concepts covered in this unit to the biggest decision facing you at this moment; what are you going to do next year? For many of you I would assume this means choosing which college to attend. But if you are considering a different path, such as the military or just a sabbatical, you can still do this option.

This project should detail how each of the following apply or could apply to your decision:

1. Your concept/prototype of ‘college’
2. Heuristics (Which problem solving method did you/should you employ?)
3. Obstacles to Problem Solving
4. Representativeness Heuristic
5. Availability Heuristic
6. Confirmation Bias
7. Overconfidence
8. Belief Bias
9. Belief Perseverance
- 10. Create your own compensatory model**
- 11. In a one to two paragraph reflection, identify how you will use this project and the four problem solving steps to help you in your decision.**



This is a project not an essay. While it will still be grammatically polished and typed, it does not need to be in essay format. I would expect, to fully apply each concept, that that you would write a paragraph AT THE LEAST. (Some would require more to fully flesh them out.) How you choose to organize this project is up to you. Remember that you want it to have some flow and for the reader to know clearly which concept you are talking about. Please note your compensatory model will need to be a VERY THOROUGH example in which you FULLY employ this technique. Good luck, and I hope you find this project both helpful for the unit content and in your college decision.



	Full and complete application of the concept (10-9)	Application of the concept (8-7)	Limited application of the concept (6-4)	Deficient application of the concept (3-0)
Your concept/prototype of 'college'				
Heuristics (Which problem solving method did you/should you employ?)				
Obstacles to Problem Solving				
Representativeness Heuristic				
Availability Heuristic				
Confirmation Bias				
Overconfidence				
Belief Bias				
Belief Perseverance				
Create your own compensatory model AND GRADE YOUR COLLEGES.(x3)				
Reflection (x 3)				

/150

Unit 9 Project



Unit 9 Project: Your Lifespan Development

Prior to the start of this unit you identified 20 key events in your life. Ten were from the past and 10 were your best guesses for what lies ahead. You have just completed a comprehensive introduction to the psychological study of development across the lifespan. You are being asked to go back to your original list and evaluate your choices based upon the new insights you gleaned from our study. You are to then formulate a revised list of 20 events.

The finalized list should clearly identify the event, give a description and, as close as possible, a date/timeframe. Your list should be in chronological order. You are to then write a two to three page reflection applying our unit of study and discussing any of the following applicable issues that arose in the creation of this final list. Both the list and the reflection are due on _____.

Issues to address in your reflection:

- Justification of items on your list based upon information gleaned from this unit. (This will be the bulk of your reflection and could go on for pages so please be selective.)
- Explanation of alteration to your original list when based upon information gleaned from this unit. (I would hope this unit made some things shift in your perception of their significance. If so, please discuss this occurrence.)
- Anything else as it relates to our unit.

Grading: Worth 50pts

This project is very personal. It is not my place to dictate the 20 most important events of your life. You will be graded only on your ability to integrate (even if this means to disagree) material from the unit. The only way you can receive a poor grade on this assignment is to ignore the fact that we spent 3 weeks on the psychological study of development across the lifespan.

Consistent and meaningful integration of unit concepts throughout the descriptions/reflection	= 50pts
Attempts at integration of unit concepts in some of the descriptions and usually in the reflection	= 40pts
Inconsistent and superficial use of unit concepts	= 30pts
Failure to acknowledge that we studied lifespan development	= 0pts

Differential Diagnostic Team Assignment

Over the course of the next unit, you will work with your team to get experience applying your understanding of the DSM to differential diagnoses of a wide range of real-life case studies.

Please come up with a catchy name for your team and write it here: _____

(Psych Puns Please)

Procedures: After every new diagnostic category is introduced, you will be given a series of case studies. Your team must identify the following three things for each case study.

1. Diagnosis
2. A known cause for the mental illness (this needs to be supported by research which will most likely come from your textbook. If you have more than one diagnoses you need only identify a cause for one of the diagnoses.
3. Model / Approach to Psychology that would support your answer to #2

Case Study List:

- | | |
|----------------------|-----------------------------|
| 1. Shoelaces | 10. Mary Quite Contrary |
| 2. The Jerk | 11. Sad and Alone |
| 3. Magnet Man | 12. Temper Tantrums |
| 4. Still a Student | 13. School Problems |
| 5. I could be dying | 14. Academic Difficulties |
| 6. Wicked Young Lady | 15. Increasingly Odd |
| 7. Michelle Adams | 16. Emotionally Disturbed |
| 8. Germs | 17. Personality Conflicts |
| 9. Elephant Man | 18. Worried and Preoccupied |
| | 19. Adolescent Shyness |

Scoring procedures and helpful hints:

- Teams can earn up to 3 points for each case study. Two points for the correct diagnosis and a point for the identification of a likely cause/model.
- Comorbidity refers to the presence of more than one diagnosis occurring in an individual at the same time. Starting with case study 4, diagnoses may involve comorbidity. Only illnesses already covered in class will be eligible for differential diagnoses.
- The team with the highest point total in each class at the end of the unit will be get a 140/140 on the unit exam and be exempt from the exam.
- The team with the highest point across all AP Psych sections will get a 150/140 on the unit exam and be exempt from the exam.
- You will be graded on this 100pt project. A=1SD above the class mean / B= within +/- 1SD of the mean / C = 1SD below mean / D=2SD below mean.
- As we begin to study therapies, the selection of an appropriate therapy method will become a fourth possible point.
- You must diagnose the previous case study in order to unlock the next case study.

End of the
Year Project

Video Satire Project



1. Select a familiar theme for example Cops, Crips, A WHS Life, Typical Weymouth Girl, The Office, etc. (different theme for each group). Don't worry about a plot as much as a way to tie your clips together.
2. Use that theme and your psychological knowledge to **satirize the absurdity of high school life and the college application process through a series of short vignettes/vines.**
3. You must include (on screen and in a meaningful way) at least 25 psychological terms or concepts.
4. Post your video on YouTube (7-10 minutes per group)
5. Be creative and biting
6. All members of your group must be obvious participants and involved in all aspects of the project: writing, acting, filming and editing.
7. While we are all looking to be entertained, the intellectual, course-related content must be present.
8. While we are all looking to be entertained, the presentation must be PG-rated and in good taste.
9. Use your phone. Edit in your phone. Film in Landscape NOT portrait so you don't look like a newb. Watch out for the audio and make sure your clip is in HD. One tech savvy student will need to line all the clips up using a computer.
10. Presentation must be accompanied by a 2 page handout (for me) which includes:
 - a. a rough outline of each scene
 - b. the term used in that scene
 - c. the definition of that term

Worth 160 points on Term 4.

You will be assessed using the school's technology and collaboration rubrics.

AP Psychology Portfolio

Portfolios are collections of work representing performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments. While portfolios can take many different forms, for this class your portfolio should be kept inside a big three ring binder. It is recommended, though not required, that you protect your work in individual plastic sleeves or folders. At the conclusion of each unit, you will be asked to submit two to three assignments for your portfolio. In addition to receiving grades for assignments on their due dates, your portfolio will be submitted in its entirety near the end of the class and you will receive a grade of 350 points for the finished product. The goal of this process is to demonstrate both *reflective learning* as you overcome shortcomings in earlier assignments and *cumulative learning* as you construct a useful tool for test review and course reference.

Unit 1: Motivation, Emotion and Stress

- Unit 1 Concept Map with varsity terms and psychologists
- Application Project: What Motivates You?
- Unit 1 MC and FRQ

Unit 2: Memory

- Unit 2 Concept Map with varsity terms and psychologists

Unit 3: The Science of Psychology

- Unit 3 Concept Map with varsity terms and psychologists
- Application Project: Creating an Experiment
- Unit 4 MC and FRQ

Unit 4: The Biological Basis of Behavior

- Unit 4 Concept Map with varsity terms and psychologists
- Application Project: Zombie Restaurant or Character Cast
- Unit 4 MC and FRQ

Unit 5: Sensation, Perception, and State of Consciousness

- Unit 5 Concept Map with varsity terms and psychologists
- Application Project: Dream Journal and Analysis
- Unit 5 MC and FRQ

Unit 6: Learning

- Unit 6 Concept Map with varsity terms and psychologists
- Unit 6 MC and FRQ

Unit 7 and 8: Cognition, Language and Intelligence

- Unit 7 Concept Map with varsity terms and psychologists
- Unit 8 Concept Map with varsity terms and psychologists
- Application Project: College Application Project
- Unit 7 and 8 MC and FRQ

Unit 9: Developmental Psychology

- Unit 9 Concept Map with varsity terms and psychologists
- Application Project: Your Lifespan Development
- Unit 9 MC and FRQ

Unit 10: Personality

- Unit 10 Concept Map with varsity terms and psychologists
- Unit 10 MC and FRQ

Unit 11: Abnormal Psychology and Treatment of Psychological Disorders

- Unit 11 Concept Map with varsity terms and psychologists
- Unit 11 MC and FRQ

Unit 12: Social Psychology

- Unit 12 Concept Map with varsity terms and psychologists
- Unit 12 MC and FRQ

_____/350

Additional Portfolio Components (failure to follow these guidelines will result in a loss of credit for the assignment)

- Large 3 ring binder with dividers between sections.
- Plastic sheets with each assignment in its own sheet.
- Binder should be decorated with illustrations appropriate for course content.
- You must include a Table of Contents that isn't just this rubric.
- This needs to be as professional as you can make it.

Concept Map Strategic Reading Rubric

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Student Score
Identifies and achieves the purpose of the reading/unit.	<ul style="list-style-type: none"> Contains a meaningful cover sheet with a map of the unit All Essential Tasks are labeled. All varsity terms and psychologists are highlighted in two different colors (one for each). 	<ul style="list-style-type: none"> Cover map is a bit jumbled. All Essential Tasks are labeled. Almost all varsity terms and psychologists are highlighted in two different colors. 	<ul style="list-style-type: none"> Cover map is meaningless. All Essential Tasks are labeled. Some varsity terms and psychologists are highlighted in two different colors. 	<ul style="list-style-type: none"> Cover map is not present. There are Essential Tasks that are not labeled. Varsity terms and psychologists are not highlighted. 	X4
Demonstrates understanding of the reading/unit.	<ul style="list-style-type: none"> Contains an exhaustive coverage of the unit's concepts taken from both the class and the text. Terms are defined using digested definitions. Each map is expertly chunked with main sections and sub-sections clearly visible. Excellent use of color and shapes to improve memory. 	<ul style="list-style-type: none"> Contains an extensive coverage of the unit's concepts but misses some important concepts. Terms are usually defined. Well chunked, the main sections and sub-sections are mostly visible Color and shapes are used well to improve memory 	<ul style="list-style-type: none"> Contains only a few of the main concepts omitting many important concepts. Terms are rarely defined or definitions are copied. Somewhat disorganized and jumbled Does not use images or color to improve memory 	<ul style="list-style-type: none"> Contains a limited number of concepts or makes no attempt to synthesize the multiple class sources The map contains just terms without definitions. Little effort is given to breaking the content down into manageable chunks. Map is a visual mess which will be useless come May. 	X8
Exhibits critical insights	<ul style="list-style-type: none"> All essential tasks are accurately and thoroughly completed. There is a written and accurate explanation addressing each essential task. 	<ul style="list-style-type: none"> Almost all essential tasks are accurately and thoroughly completed. 	<ul style="list-style-type: none"> Most essential tasks are accurately and thoroughly completed. 	<ul style="list-style-type: none"> Less than 2/3rds of the essential tasks are accurately and thoroughly completed. 	X7
Application	<ul style="list-style-type: none"> Map connects content to personal life by giving examples for many terms. Must be highlighted in a third color Student actively engages in thorough note taking on the back of every applicable concept map including descriptions of all demos. 	<ul style="list-style-type: none"> Map connects content to personal life by giving examples for terms. Student actively engages in note taking on the back of every applicable concept map. 	<ul style="list-style-type: none"> Map connects content to personal life by occasionally giving examples for terms. Student engages in some note taking on the back of every applicable concept map. 	<ul style="list-style-type: none"> Map does not apply the content to personal life. Student engages in limited or no note taking on the back of each concept map. 	X6

Concept Map Score:



Socratic Seminar

The Oracle of Delphi told Socrates there was no one wiser than him. He didn't believe this because he was well aware of all that he didn't know. Like the inscription above the Oracle's door, gnothi seauton, Socrates knew himself. He knew what he didn't know and couldn't believe that he could possibly be the wisest person. So he set out to question everyone only to find sloppy thinking and intellectual bluster. His quest proved the Oracle correct. He was the wisest in all the land, because he knew what he didn't know. Socratic Seminars take their name from Socrates, it is up to you to live up to this spirit.

Topic:

Write your thesis statement about the topic here.

Provide and explain research based evidence that support your claims. Also be able to cite and defend your source including publication location and date of publication.

Discussion Questions: Remember, good questions are clear, open-ended, and provoke thought.

Remember to stay on TRACK
Test assumptions and explore inferences.
Refer to the text and other relevant sources.
Acknowledge changes in your perspective.
Clarify confusing statements and stay curious
Know what you don't know and seek to fill in the gaps

What is your view of the topic after the discussion?

Don't Take it From Me

(the following lists appear unedited as they were written by each class after their AP exam)

Advice from the Class of 2010

- We regret not trusting last year's advice so take ours...

Advice from the class of 2012

- Do concept maps every night and turn them in on time (easy points)
- Keep up with the reading
- Don't miss class.
- Keep up with your portfolio WRITE DOWN ALL DEMOS when you do them
- Start your video early/get a good group
- Study the eye for the AP Test
- Do strategic reading and term metacogs early
- Bad test grades are okay you can still get an okay final grade
- Check the syllabus
- Check you calendar be aware of upcoming due dates
- Revise your concept maps (bring to class and edit)
- When you work in groups, pick your groups wisely!
- Always come in with psych immersions.
- Bring food.
- Make sure to incorporate things from class into your concept maps.
- Beware of Mr. Galusha during the intelligence debate.
- Don't procrastinate
- Don't stress
- Don't wait until the night before to study for a test
- Turn in all your work on time
- Start studying for the AP test early
- Volunteer all the time
- Be able to laugh at yourself
- Prepare for the intelligence debate
- Volunteer for demos
- Participate in class
- Create fun things to remember hard topics
- Start your portfolio the minute you get things back
- Read your syllabus entirely the first day
- Write down all the ideas when Galusha says 'This would be a good capstone'
- Watch TV for psych immersions
- Avoid Samson posing
- Penguins and Velociraptors make everything fun
- Write down the names of the actual paintings at the MFA

Advice from the class of 2013

- Don't wait until the last day to do concept maps
- Volunteer for the demos
- Get as many psych immersions as you can because they add up
- Read the unit project at the beginning of every unit
- Study and make flash cards throughout the year for the AP exam
- Know the varsity terms
- Always keep up with the calendar to do work ahead of time
- Food is always the answer
- Make the superhero project fun so you always remember it
- Beware of the velociraptor
- Squirrels are good

- Save all your work for your portfolio
- Read EVERY night
- Do concept maps as you go NOT THE NIGHT BEFORE THE TEST
- Keep up with the syllabus
- Participate in class
- Ask for more examples if you don't understand something
- Start studying for exam early
- Keep up with the Facebook and Twitter accounts
- Keep your tests and FRQ's to study from
- Group Study for the AP exam
- Five Steps to a Five is a good exam study book
- Make your concept maps neat
- Actually read and don't scan for bold psych terms
- Keep portfolio neat and organized throughout the year
- Stay after school for extra help if you don't understand something!!
- Look over old tests before taking midyear
- Reread sections if you don't understand/ before tests

Advice from the class of 2014

- READ EVERYTHING
- Do your concept maps on time, but not the day before the test, worst idea and 3 AM you is not that bright
- Show up on time, because it sucks when you don't.
- Always check the syllabus because there's always SOMETHING in there you missed
- If there's ever a night you don't have psych homework, you actually do, and you should do it.
- Psych immersions add up! Get them!
- Intelligence War Debate is the worst week of your life...unless you win.
- Get ahead if you can
- Group texts are great study techniques
- Volunteer as tribute for demos
- Keep up with your portfolio because that'll make or break your final grade
- If you're first period psych, don't help out the other periods – *sabotage them*
- Also keep up with your Dream Journal! Making up dreams the night before is not as efficient as actually recording them.
- Munchkins keep your friends happy, bring them in when you can
- Keep EVERYTHING
- Start studying now for the AP test
- Do your concept maps on time
- Concept map or die
- Study in groups
- Apply psych to your own life
- Ask for help if you need it
- Tweet your questions to the psych account
- Use the website as a resource
- Don't leave unit projects for the night before! Make sure you look ahead
- Practice drawing squirrels
- Crying doesn't help, it just makes your concept maps soggy.
- Make Papa Galusha dance

Thoughts from previous students

(what follows are excerpts I have chosen to highlight some key insights. Aside from their selection, they are in no way edited)

“Study groups are very helpful. Get some of your friends together before big tests and even ask Mr. Galusha if he would come and join you.”

“The syllabus kept me on task and I am really happy we got one to outline the class for the year. Mr. Galusha does an excellent job following it and everything in it is extremely helpful.”

“After taking AP Psych I was incapable to not see Psych everywhere! Try hard and you will always do good!”

“Whenever you are confused about a topic in class, make time to stay after school and get help from Mr. Galusha. He will take time and come up with new examples to help you understand the topic. Don’t be afraid to ask for help!!!”

“Always make sure that your concept maps are done for class. This class makes so much more sense when you actually know what is going on before hand.”

“THIS WAS THE BEST CLASS I HAVE EVER TAKEN!”

“It’s kind of funny because the concept map is an application of a psych principle to learn psych terms. Maps were better than reading and studying straight from the book. Since the map has personal meaning because it is our own creation, it is a great method of elaborative rehearsal.”

“I can’t tell you how many times I thought back to a demo during the AP test.”

“I feel that I was so much more comfortable taking the AP exam because our own tests were in the same format, and we had so much preparation. The syllabus that was handed out in the beginning of the year was incredibly helpful, and simply by following the schedule, it was pretty much impossible for me to feel like I was falling behind.”

“The portfolio is probably the best tangible product of this class. I’m definitely keeping mine, because it’s simplicity – only concept maps, tests and projects – makes it usable to study for exams or to look up info.”

“Psych Immersions rock! They really to make psych click for me. I still walk around giving myself points in my head when I see or hear stuff. They helped to show us how prevalent psychology was in our everyday lives, and I think those are the kinds of classes seniors should be taking.”

“NEVER PUSH THE CONCEPT MAPS UNTIL THE LAST NIGHT!!!! I noticed how my test grades were low when I did my concept maps at the last night, compared to when I did them every night. Procrastinating is not fun. In the end it is not worth it.”

“I understand human nature a lot better by taking this class. I find myself saying ‘oh that was a psych immersion’ a great deal.”

“This class taught me better study methods and I will continue to use concept maps.”

“Psychology changes so the book simply does not have everything. So it is in your best interest to incorporate whatever is said in class into your concept maps.”

“Don’t be afraid to put yourself on paper during the projects. Just dive into your own life because if you can relate psych to your own life then you cannot forget it.”

“Brutal-painstaking-make-me-want-to-vomit-sometimes concept maps. At first I absolutely hated making these, but if you only keep on thing constant next year, KEEP CONCEPT MAPS. I’m not kidding; these were so helpful when it came time to study for the AP test. I could actually picture a few of my maps while taking the test and while taking your tests, I didn’t realize how helpful visual learning is.”

“I thought discussions were especially helpful. I think taking part in them helped me to understand the content because I had to know what I was talking about and even if I didn’t, there were others in the room to clarify. I also understand why it is important to read before the class so that I have something to contribute to the discussion instead of just listening.”

“Doing concept maps sucks if you save them for the night before the test.”

“Write down capstone ideas as Galusha suggests them- it will be helpful towards the end of junior year.”

“This is the only class where I can honestly say every aspect of the course applies to life right now, and there is no waiting for tomorrow. Psychology is on 24/7. This is the class you do not want to miss out on.

“One of the best things about Mr. Galusha is that he’s always there to help you and cares about all his students.”

“Make sure your Superhero project is meaningful. When I was taking my AP exam I thought of all the superheroes to remember the functions of each part of the brain.”

“Write down your psych immersions when you have them to bring to class the next day.”