



**Curriculum Map**  
**PSYCHOLOGY**  
**ADVANCED PLACEMENT**  
**ELECTIVE**  
**Saugus High School**  
**Saugus, MA 01906**

March 2000

**SAUGUS HIGH SCHOOL SOCIAL STUDIES DEPARTMENT  
MISSION STATEMENT\***

The Saugus High School Social Studies Department is committed to academic excellence in education, promoting cultural enrichment and citizenship. Through the use of student-based learning, a variety of assessment models, and the integration of innovative pedagogic techniques, our department has focused its programs around the following:

**STUDENT EXPECTATIONS**

***1. AUTONOMOUS LEARNING SKILLS***

- Takes responsibility for his/her own learning
- Accepts the responsibilities of citizenship
- Can set priorities and identify achievable goals

***2. CRITICAL THINKING***

- Listens and reads actively and thinks critically in a variety of genres
- Analyzes and evaluates information
- Demonstrates the ability to select, synthesize, organize and develop ideas

***3. EFFECTIVE WRITING SKILLS***

- Communicates ideas and information with coherence, clarity, and understanding of audience
- Integrates the use of a variety of communication forms

***4. PROBLEM SOLVING SKILLS***

- Utilizes and evaluates multiple problem solving strategies
- Generates new and creative ideas by taking risks to solve problems
- Applies problem solving techniques in a variety of disciplines

***5. PERSONAL AND SOCIAL RESPONSIBILITY***

- Takes responsibility for personal actions, demonstrates honesty, fairness, and integrity
- Respects one's own cultures and others
- Appreciates diversity and acts responsibly as a member of the community by participating in a variety of activities which demonstrate civic pride

## **STUDENT GOALS**

- Providing a factual base of knowledge and skills in order to develop higher order thinking i.e. critical thinking ability, problem solving, decision making, organizing and planning
- Continuing the process of implementing technology
- Fostering an appreciation of world cultures and history, as well as the cultural diversity of the United States
- Meeting the dictates of the Frameworks for History and Social Science as determined by the Commonwealth of Massachusetts (August 2003)
- Developing an interdisciplinary curriculum associating the social sciences with the study of humanities, as well as the core curriculum
- Relating contemporary issues to course offerings
- Encouraging civic and social responsibility

\* In conjunction with the Saugus High School Mission Statement (2000)

**SEMESTER 1 ADVANCED PLACEMENT PSYCHOLOGY ELECTIVE (165)**

Week 1		Week 2	
<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
-Review Summer Reading Assignment a) Research b) Sub-fields c) History -Begin discussion of chapter content		-Review Summer Book Test - <u>Walden Two</u> - <u>Man Who Mistook His</u> - <u>Wife for a Hat</u>	
<b>Unit/Topic/Lesson UNIT ONE, TWO</b>		<b>Unit/Topic/Lesson UNIT ONE, TWO</b>	
1. <b>Chapter 2</b> , Pg. 29-40 -Thinking Critically -Research Methods -Statistical Analysis  2. <b>Chapter 1</b> , Pg. 3-29 -World of Psychology -Unity and Diversity		Reading, discussion, analysis	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Define psychology -Apply psychology to the understanding of how it effects human welfare.	How can psychology help you understand yourself?	-Assess summer reading, specifically <u>Walden Two</u> . Determine the level of critical thinking skills needed for AP success.	How does behavior modification work in <u>Walden Two</u> ?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	1. Performance Assessment Activities 2. Essays	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 3		Week 4	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<ul style="list-style-type: none"> <li>-Continue obligation</li> <li>-Continue with chapter discussions.</li> </ul>		<ul style="list-style-type: none"> <li>-Introducing Psychology</li> <li>-Research in Psychology</li> </ul>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE, TWO</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE, TWO</b>	
<ul style="list-style-type: none"> <li>-Reading, discussion, analysis of summer assignments in preparation for assessment</li> <li>-Review of test results</li> <li>-Summary of Chapter 2 and Chapter 1</li> <li>-Supplemental Materials</li> </ul>		<ul style="list-style-type: none"> <li>-Review of test results</li> <li>-Summary of Chapter 2 and Chapter 1</li> <li>-Supplemental Materials</li> </ul>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>-Assess summer reading, specifically <u>Man Who Mistook His Wife for a Hat</u>.</li> <li>-Apply psychological principals to literature.</li> </ul>	How does behavior modification work in <u>Man Who Mistook His Wife for a Hat</u> ?	<ul style="list-style-type: none"> <li>-Understand chronological order of historical events in psychology.</li> <li>-Explain the meaning, implications, and importance of the contributions of early pioneers of psychology.</li> </ul>	Who were the early pioneers of psychology?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<b>TEST ON SUMMER ASSIGNMENT</b>	<b>Completed by:</b>	<b>Chapter Test(s) 1 and 2</b>	<b>Completed by:</b>
	<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster		<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 5		Week 6	
<b>Performance Standards</b> -Biological Aspects of Psychology		<b>Performance Standards:</b> <b>Chapter 3</b> Continued -Describe peripheral NS -Identify somatic NS -Identify autonomic NS	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> 1. <b>Chapter 3</b> , Pg. 53-56 -Nervous System -Neurons -Neural Communication 2. Supplemental Materials		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> 1. <b>Chapter 3</b> , Pg. 61 -Peripheral Nervous System -Keeping in Touch with the World 2. Supplemental Materials	
<b>Objectives (Students will...)</b> -Explain the scope of behavior and mental processes of human beings and animals.	<b>Essential Question</b> How does neural communication help you to understand yourself?	<b>Objectives (Students will...)</b> -Examine the peripheral nervous system—somatic and autonomic.	<b>Essential Question</b> What are the obstacles in decision making?
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Video: Series—Discovering Psychology	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b> 1. Performance Assessment Activities 2. Problem Based Activities	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 7		Week 8	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>Chapter 3</b> Continued -Describe chemical communication -Identify neurotransmitter RS		<b>Chapter 3</b> Continued -Discuss sympathetic and parasympathetic NS -Identify central NS	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
<b>1. Chapter 3</b> , Pg. 82-84 -Chemistry of Psychology -Thinking Critically <b>2. Supplemental Materials</b>		<b>1. Chapter 3</b> , Pg. 61-62 -Somatic Nervous System -Autonomic Nervous System <b>2. Supplemental Materials</b>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Identify seven major neurotransmitters.	Which neurotransmitters occur in which structures? How do neurotransmitters affect behavior?	-Examine the two divisions of the autonomic nervous system—sympathetic and parasympathetic.	How does your motivation aid emotional work?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Video: Series—Discovering Psychology	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities <b>4. Test on Supplementals</b>	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 9		Week 10	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<b>Chapter 3</b> Continued Identify parts and functions of the central nervous system		<b>Chapter 3</b> Continued -Describe the endocrine system -Describe hormones	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b>	
1. <b>Chapter 3</b> , Pg. 63-80 -Spinal Cord -Brain 2. Focus on Research 3. Linkages		1. <b>Chapter 3</b> , Pg 87-88 -Endocrine System -Internal World 2. Supplemental Materials	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Understand how human brains work and how they relate to sensory and motor system	What are the changes that take place in the brain that might produce Parkinson's disease and Alzheimer's disease? How have PET scans and functional MRI scans helped to answer this question?	-Describe the endocrine system.	How does the endocrine system regulate functions ranging from stress responses to physical growth?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Video: Series—Discovering Psychology	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completed by:</b>	1. Performance Assessment Activities 3. <b>Test on Supplementals</b>	<b>Completed by:</b>
	<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster		<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>Chapter 3</b> Continued -Discuss immune system -Identify glands -Identify hormones		-Cognitive and Language	
<b>Unit/Topic/Lesson UNIT THREE</b>		<b>Unit/Topic/Lesson UNIT EIGHT</b>	
1. <b>Chapter 3</b> Pg. 87-90 -Immune System -Linking the Brain -Body's Defense System 2. Linkages 3. Summary 4. Key Terms		1. <b>Chapter 8</b> , Pg. 250 -Basic Functions of Thought - Circle of Thought 2. Supplemental Materials	
<b>Objectives (Students will...)</b> -Identify major glands of the endocrine system. -Identify major hormones of the endocrine system.	<b>Essential Question</b> What is the "fight-or-flight syndrome."	<b>Objectives (Students will...)</b> -Explain the 5 core functions of thought. -Visualize the "circle of thought".	<b>Essential Question</b> How does understanding your thought process help you understand yourself?
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Video: Series—Discovering Psychology	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b> 1. Performance Assessment 2. Section Quizzes 3. <b>Chapter Test 3</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Performance Assessment 2. Section Quizzes 3. <b>Test on Supplementals</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 13		Week 14	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>Chapter 8</b> Continued -Discuss reaction time -Identify mental representations		<b>Chapter 8</b> Continued -Identify cognitive maps -Identify schemas	
<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> 1. <b>Chapter 8</b> , Pg. 252-253 -Information Processing Speed: Reaction Time -Picturing Information Processing: Evoking Brain Potentials -Mental Representations		<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> 1. <b>Chapter 8</b> , Pg. 254 -Concept Schemas and Event Scripts 2. Supplemental Materials	
<b>Objectives (Students will...)</b> -Describe the research on “information-processing speed: reaction time”. -Describe the research on “picturing information processing: evoked brain potentials”.	<b>Essential Question</b> How can you explain “stimulus-response” compatibility?	<b>Objectives (Students will...)</b> -Understand mental representation: the ingredients of thought.	<b>Essential Question</b> Why does describing and timing of the process of thinking tell only part of the story behind the “circle of thought”?
<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	<b>Media Resources</b> Powerpoint	<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b> 1. Performance Assessment 2. Section Quizzes 3. Problem Based Activities	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Performance Assessment 2. Section Quizzes 3. <b>Test on Supplementals</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 15		Week 16	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>Chapter 8</b> Continued -Describe thinking strategies -Identify formal and informal reasoning		<b>Chapter 8</b> Continued -Describe problem solving -Identify obstacles -Identify skills -Identify decision making -Identify strategies	
<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b>  1. <b>Chapter 8</b> , Pg. 257 -Thinking Strategies -Formal Reasoning 2. Supplemental Materials		<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b>  1. <b>Chapter 8</b> , Pg. 265-271 -Focus on Research Methods -Decision Making 2. Supplemental Materials	
<b>Objectives (Students will...)</b> -Discuss “reasoning” –the process through which people generate and evaluate arguments, and reach conclusions.	<b>Essential Question</b> How do problem solving techniques help you? Are there cultural differences in formal reasoning?	<b>Objectives (Students will...)</b> -Identify the obstacles to problem solving.	<b>Essential Question</b> What are the difficulties that occur at the start, during the diagnosis stage, when a person forms and then tests hypotheses about a problem?
<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	<b>Media Resources</b> Powerpoint	<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b>  1. Performance Assessment 2. Section Quizzes 3. <b>Test on Supplementals</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b>  1. Performance Assessment Activities 2. Section Quizzes 3. <b>Chapter 8 Test</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 17		Week 18	
<i>Performance Standards</i> Motivation and Emotion		<i>Performance Standards</i>  <b>Chapter 11</b> Continued -Identify instinct theory -Identify drive reduction theory -Describe arousal theory	
<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b>  1. <b>Chapter 11</b> , Pg. 358-359 -Sources of Motivation -Instinct Theory and Its Descendants 2. Supplemental Materials		<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b>  1. <b>Chapter 11</b> , Pg. 358-360 -Drive Reduction Theory -Arousal Theory -Incentive Theory 2. Supplemental Materials	
<b>Objectives (Students will...)</b> -Explain sources of motivation.	<b>Essential Question</b> Can motivation be directly observed?	<b>Objectives (Students will...)</b> -Examine instinct theory and its descendants.	<b>Essential Question</b> Is it possible that some aspects of human motivation are innate
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Video: Series—Discovering Psychology	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Video: Series—Discovering Psychology
<b>Evaluation/Activities</b> 1. Performance Assessment Activities 2. Problem Based Activities 3. <b>Test on Supplements</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Essays 2. Section Quizzes 3. <b>Chapter 11 Test</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 19		Week 20	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>REVIEW FOR MID YEAR EXAM</b>		<b>MID YEAR EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>	
<b>REVIEW AP PSYCHOLOGY CURRICULUM</b>			
<b>Objectives (Students will...)</b> -Demonstrate knowledge of content material as presented in Semester 1 -Understand test-taking strategies: multiple choice, open response, and primary source documents	<b>Essential Question</b> What do students know and are able to do?	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<b>Teacher Resources</b> Study Guides and Preview Materials	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Evaluation/Activities</b> <b>MID YEAR STANDARDIZED EXAM FOR AP PSYCHOLOGY IN PREPARATION FOR AP EXAM GIVEN IN MAY</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b>	<b>Evaluation</b> <b>MID YEAR STANDARDIZED EXAM FOR AP PSYCHOLOGY IN PREPARATION FOR AP EXAM GIVEN IN MAY</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b>

**SEMESTER 2 ADVANCED PLACEMENT PSYCHOLOGY ELECTIVE (165)**

Week 21		Week 22	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Sensation		Perception	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 4</b> , Pg. 96-125 -Sensory Systems -Hearing -Vision -Chemical Senses -Somatic Senses 2. Thinking Critically		1. <b>Chapter 5</b> , Pg. 138-164 -Perception Paradox -Three Approaches to Perception -Psychophysics 2. Thinking Critically 3. Perceptual World	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Define sense, sensation -Understand how sensory systems create reality -Explain the first steps of the sensation-perception process.	How can human beings, with our sense organs and brains, create our own realities?	-Define perception -Explain the three approaches to perception -Summarize the various approaches that psychologists have taken in trying to understand the complexity of perceptual processes.	Can subliminal stimuli influence your behavior?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Computer Research: The Case of the Disembodied Woman	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Computer Research
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes 3. <b>Chapter 4 Test</b>	<b>Completed by:</b>  <b>Comment: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	1. Performance Assessment 2. Section Quizzes 3. <b>Chapter 5 Test</b>	<b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 23		Week 24	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Learning		<b>Chapter 6</b> Continued -Describe observational learning -Identify Latent learning and Cognitive maps -Discuss research and styles	
<b>Unit/Topic/Lesson</b> <b>UNIT</b> 1. <b>Chapter 6</b> , Pg. 176-196 -Learning About Stimuli -Classical Conditioning -Operant Conditioning 2. Supplemental Materials		<b>Unit/Topic/Lesson</b> <b>UNIT</b> 1. <b>Chapter 6</b> , Pg. 197-208 -Cognitive Processes -Using Research 2. Linkages 3. Summary 4. Key Terms	
<b>Objectives (Students will...)</b> -Define learning -Explain psychologists' research on the content, causes, and course of learning.	<b>Essential Question</b> Is learning a slow cumulative process requiring lots of practice, or does it involve sudden flashes of insight?	<b>Objectives (Students will...)</b> -Explain the cognitive approach in learning -Compare how psychologists in the early 1900's viewed classical and operant conditioning to new research on the subject.	<b>Essential Question</b> Does watching violence on television make people more violent?
<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed AP Curriculum Supplementals</b>	<b>Media Resources</b> Computer Research	<b>Teacher Resources</b> <b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed AP Curriculum Supplementals</b>	<b>Media Resources</b> Computer Research <b>Video Series—Discovering Psychology</b>
<b>Evaluation/Activities</b> 1. Problem Based Activities 2. Section Quizzes 3. <b>Test on Supplements</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> <b>Chapter 6 Test</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 25		Week 26	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Memory		<b>Chapter 7</b> Continued -Describe the retrieval of memories -Identify state and context dependence -Describe forgetting	
<b>Unit/Topic/Lesson</b> <b>UNIT</b> 1. <b>Chapter 7</b> , Pg. 214-226 -Nature of Memory -Acquiring New Memories 2. Focus on Research		<b>Unit/Topic/Lesson</b> <b>UNIT</b> 1. <b>Chapter 7</b> , Pg. 227-234 -Retrieving Memories -Forgetting 2. Thinking Critically	
<b>Objectives (Students will...)</b> Examine the nature of memory	<b>Essential Question</b> How would it be possible to measure implicit memory?	<b>Objectives (Students will...)</b> -Describe the retrieval of memories	<b>Essential Question</b> Do forgotten memories remain in the subconscious?
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Computer Research: Models of Memory	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Video Series—Discovering Psychology
<b>Evaluation/Activities</b> 1. Case Studies 2. Performance Assessment Activities 3. Section Quizzes	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Performance Assessment Activities 2. Section Quizzes	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 27		Week 28	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<b>Chapter 7</b> Continued -Identify reasons for forgetting -Identify the biological basis of memory -Discuss memory research		Personality	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 7</b> , Pg. 236-245 -Roles of Decay and Interference -Biological Bases of Memory -Applications of Memory Research 2. Linkages 3. Summary 4. Vocabulary		1. <b>Chapter 14</b> , Pg. 484 -Psychodynamic Approach 2. Identify Freud's Theory	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Identify the nature of forgetting. -Examine the mechanisms responsible for forgetting.	How accurate is eyewitness testimony?	-Explain the structure and development of personality -Examine Freud's conception of the personality structure.	Can honesty be predicted on a test?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	Computer Research	<b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	Computer Research
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Case Studies 2. Section Quizzes 3. <b>Chapter 7 Test</b>	<b>Completed by:</b>	1. Performance Assessment Activities 2. Section Quizzes	<b>Completed by:</b>
	<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster		<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 29		Week 30	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<b>Chapter 14</b> Continued -Describe personality theory -Describe psychodynamic theory -Describe trait factors <ol style="list-style-type: none"> <li>factor analysis</li> <li>Big 5 Model</li> </ol>		<b>Chapter 14</b> Continued -Objective Tests -Projective Tests -Personality Tests and Employee Selection	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 14</b> , Pg. 489-508 -Trait Approach -Social-Cognitive Approach -Phenomenological Approach 2. Linkages 3. Summary 4. Vocabulary		1. <b>Chapter 14</b> , Pg 508-512 2. Personality Tests 3. Discuss Tests	
<b>Objectives (Students will...)</b> -Compare traits versus types. -Apply Allport's Trait Theory and Eysenck's Biological Trait Theory	<b>Essential Question</b> Are personality traits inherited?	<b>Objectives (Students will...)</b> Evaluate objective tests, projective tests, and personality tests and employee selection	<b>Essential Question</b> If you were a psychologist hired by a company whose job it is to hire honest, cooperative, hard working employees, how would you know which candidates have these characteristics?
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b> 1. Problem Based Activities	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Case Studies 2. Personality Tests 3. <b>Chapter 14 Test</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 31		Week 32	
<b>Performance Standards</b>		<b>Performance Standards</b>	
Psychological Disorders		<b>Chapter 15</b> Continued -Psychological Disorders -Classification -Identifying Disorders a) anxiety b) personality -Identifying Psychological Disorders	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 15</b> , Pg. 517-528 -Basic Issues -Classifying Psychological Disorders -Anxiety Disorders 2. Thinking Critically		1. <b>Chapter 15</b> , Pg. 535-538 -Somatoform Disorders -Dissociative Disorders -Mood Disorders 2. Focus on Research 3. Linkages	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Identify psychological disorders -Examine five ways of explaining psychopathology	How do societies define what is abnormal?	-Identify dissociative disorders -Examine ways dissociative disorders develop	Can people forget traumatic childhood memories?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Video Series—Discovering Psychology	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completed by:</b>	1. Case Studies 2. <b>Chapter 15 Test</b>	<b>Completed by:</b>
	<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster		<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 33		Week 34	
<b>Performance Standards</b>		<b>Performance Standards:</b>	
Treatment of Psychological Disorders		<b>Chapter 16</b> Continued -Describe mental illness and the law -Describe basic treatments -Describe psychoanalytical approach	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 16</b> , Pg. 562-587 -Basic Features of Treatment -Psychodynamic Psychotherapy -Phenomenological Psychotherapy -Behavior Therapy -Group, Family, Couples Therapy -Evaluating Psychotherapy 2. Supplemental Materials		1. <b>Chapter 16</b> , Pg. 564-589 -Biological Treatments 2. Critically Thinking 3. Focus on Research 4. Supplemental Materials	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
. -Understand basic treatment of psychological disorders -Compare group, family, and couples therapy.	Can people learn their way out of a disorder?	-Explain Freud's method of psychoanalysis -Discuss variations of psychoanalysis developed by the neo-Freudian theorists	What is the difference between psychiatrists, psychologists, and other therapy providers?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Computer Research: Experiments on Psychotherapy	Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	Computer Research
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completed by:</b>	1. Section Quizzes 2. Case Studies	<b>Completed by:</b>
	<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster		<b>Comments: Alternative Evaluation:</b> Paper, Project, Poster

Week 35		Week 36	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>Chapter 16</b> Continued -Identify biological treatments -Discuss research of psychoanalysis treatments		Social Cognition	
<b>Unit/Topic/Lesson UNIT</b>  1. <b>Chapter 16</b> , Pg. 598 -Community Psychology: From Treatment to Prevention 2. Linkages 3. Summary 4. Key Terms		<b>Unit/Topic/Lesson UNIT</b>  1. <b>Chapter 17</b> , Pg. 604-616 -Self Influences -Social Perception -Explaining Behavior 2. Linkages 3. Focus on Research 4. Chapter 14, Pg. 609	
<b>Objectives (Students will...)</b> -Explain community psychology from treatment to prevention.	<b>Essential Question</b> How successful was the deinstitutionalization process of the 1960's?	<b>Objectives (Students will...)</b> -Discuss social influences on the self -Define social perception -Explain attribution -Describe the self-protective functions of social cognition	<b>Essential Question</b> Can negative self-images lead to mental disorders?
<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint	<b>Teacher Resources</b> Psychology, Bernstein et al (HoughlinMifflin) 5 <sup>th</sup> Ed AP Curriculum Supplementals	<b>Media Resources</b> Powerpoint
<b>Evaluation/Activities</b> 1. Essays 2. Section Quizzes 3. <b>Chapter 16 Test</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster	<b>Evaluation/Activities</b> 1. Performance Assessment Activities 2. Section Quizzes 3. Problem Based Activities	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster

Week 37		Week 38	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<b>Chapter 17</b> Continued -Describe social comparison -Describe social perception -Identify schemas -Describe attitudes -Describe stereotypes and prejudice -Identify theories Social Influence		<b>Chapter 18</b> Continued - Identify social influence -Describe conformity and compliance -Discuss obedience, aggression, altruism -Discuss cooperation, conflict, competition	
<b>Unit/Topic/Lesson UNIT</b>		<b>Unit/Topic/Lesson UNIT</b>	
1. <b>Chapter 17</b> , Pg. 616-622 -Attitudes -Prejudice and Stereotypes 2. Supplemental Materials  1. <b>Chapter 18</b> , Pg. 634-637 -Social Influence -Conformity and Compliance		1. <b>Chapter 18</b> , Pg. 642-661 -Obedience -Aggression -Altruism and Helping -Cooperation -Group Process 2. Linkages 3. Summary 4. Vocabulary	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
-Analyze attitudes—the structure, formation, and changes -Analyze prejudice and stereotypes	Is ethnic prejudice too ingrained ever to be eliminated?	-Outline social influences -Discuss conformity and compliance -Identify obedience, aggression, altruism -Examine cooperation, competition and conflict	When and why do people conform?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	Powerpoint	<b>Psychology, Bernstein et al (HoughlinMifflin) 5<sup>th</sup> Ed</b> <b>AP Curriculum Supplementals</b>	Powerpoint
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
1. Section Quizzes 2. Case Studies 3. <b>Chapter 17 Test</b>	<b>Completed by:</b>	1. Essay 2. Chapter 18 Test 3. <b>AP TEST</b>	<b>Completed by:</b>
	<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster		<b>Comments: <i>Alternative Evaluation:</i></b> Paper, Project, Poster:

Week 39		Week 40	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<b>REVIEW FOR FINAL EXAM</b>		<b>FINAL EXAM WEEK</b>	
<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>	
<b>UNITS</b>			
<b>REVIEW AP PSYCHOLOGY CURRICULUM</b>			
<b>Objectives (Students will...)</b> -Demonstrate knowledge of content material as presented in Semester 2 -Understand test-taking strategies: multiple choice, open response, and primary source documents	<b>Essential Question</b> What do students know and are able to do?	<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<b>Teacher Resources</b> Study Guides and Preview Materials	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<b>Evaluation/Activities</b> <b>FINAL EXAM OR AP EXAM GIVEN IN MAY</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b>	<b>Evaluation</b> <b>FINAL EXAM OR AP EXAM GIVEN IN MAY</b>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b>