



School District of Marshfield

Course Syllabus

Course Name: AP Psychology

Length of Course: Semester

Credits: ½ Credit

Course Description:

It is the philosophy of the AP Psychology teaching team that the purpose of the class is to create an inclusive environment and guide students in a college level learning experience. Emphasis is placed on independent study, collaboration, critical thinking, and using the language of the discipline. In addition, students are introduced to the scientific basis of psychology and learn to exam research from a critical point of view.

This is a spring semester course consisting of nineteen weeks.

History of Psychology and Research Methods

Research Methods and Statistics

Biological Bases of Behavior (2.7 – 1:30 Dismissal)

Take Home Exam #1 Due 2.9

Sensation and Perception

States of Consciousness

EXAM ONE IN CLASS 2/24 *Take Home Exam #2 Due 2.23

Learning and Memory (3.2 No School)

Cognition and Language Acquisition

Take Home Exam #3 Due 3.9

Human Development

Motivation, Emotion, Testing and Individual Differences

Take Home Exam #4 Due 3.23

Spring Break

Personality (4.6 No School)

EXAM TWO IN CLASS 4/5 *Take Home Exam #5 Due 4.4

Disorders (4.13 No School)

Therapy

Take Home Exam #6 Due 4.20

Social Psychology and Cultural Psychology

Stress and Coping

EXAM THREE IN CLASS 5/5 *Take Home Exam #7 Due 5.4

Review for AP Exam

Review for AP Exam

AP PSYCHOLOGY EXAM

Research Report Development

Research Presentations in Class

Research Presentations in Class

Research Presentations in Class

Assessment:

Assessments in this AP Psychology course include the following:

- 6 - 100 question multiple choice "take home" exams
- 2 - AP style Free Response "take home" exams
- 3 - 50 question "in class" multiple choice exams
- 3 - AP style "in class" Free Response exams
- 1 - Research presentation

Unit 1: History and Fields of Psychology
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

Applied psychology	functionalism	Roger
Behaviorism	Hall	Skinner
Biological	humanism	sociocultural
Clinical psychology	introspection	Structuralism
Cognitive	James	Watson
Freud	psychoanalytic theory	Wundt

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.4 Know the roots of psychology come from logic, philosophy, and science Standard SS-E12.6
- K.E.3 know the various fields of psychology and associate them with the leading figures in psychology Standard SS-b12.8—

(S) SKILLS & APPLICATIONS:

- S.E.3 Identify and explain the contributions of the early psychologists
- S.E.3 Explain the view of each of the fields of psychology
- S.E.3 Identify and state the significance of the founders of the major fields of psychology

RESOURCES:

Weiten, Wayne. (2007). *Psychology themes and variations*. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 2: Research Methods
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

Case study	experimental group	random assignment
Confounding variables	experimenter bias	Rosenthal
Control group	hypothesis	sample
Correlation	independent variable	Schachter
Correlation coefficient	Inferential statistics	standard deviation
Dependent variable	mean median mode	statistical significance
Descriptive statistics	naturalistic observation	survey
Double blind	operational definition	variance
Experiment	placebo effect	

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.1 Know the various research models Standard SS-E.12.13
- K.E.13 Know how to use elementary statistics to describe and make inferences about research standard SS-E.12.14
- K.E.13 Know the role of Internal Review Board (IRB) in the research process Standard SS-E.12.13

(S) SKILLS & APPLICATIONS RESOURCES:

- S.B.2 Identify, describe, and state the advantages and disadvantages of the major research models
- S.A.2 Apply elementary statistics to research in psychology
- S.A.2 Evaluate the claims of researchers
- S.B.6 Describe current ethical standards for research
- S.C.3 Realize that Internal Review Boards are established to maintain ethical procedures in research

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 3: Psychobiology
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY

absolute refractory period	endorphins	myelin sheath
action potential	excitatory	natural selection
adoption studies	family studies	neurotransmitters
afferent	forebrain	Olds and Milner
agonist	fraternal twins	parasympathetic
antagonist	genes	peripheral nervous system
autonomic nervous system	genetic mapping	phenotype
axon	genotype	pituitary gland
behavioral genetics	heterozygous condition	polygenic traits
central nervous system	hindbrain	recessive gene
cerebral cortex	homozygous	reuptake
cerebral hemispheres	hormones	soma
chromosomes	Huxley	somatic nervous system
corpus callosum	hypothalamus	Sperry
Darwin	identical twins	split brain surgery
dendrites	inhibitory	synapse
dominant gene	lesioning	synaptic cleft
efferent nerve fibers	limbic system	terminal buttons
electrical stimulation	midbrain	thalamus
electroencephalograph	mutation	twin studies
endocrine system		

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know the methods and appropriate uses of various brain scanning techniques Standard SS-E.12.1
- K.E.3 Know components of the brain and their functions Standard SS-E.12.1
- K. Know the components of the nervous system and their functions Standard SF.12.12

- K. Know how neurons transmit information Standard SF.12.12
- K. Know how the endocrine systems communicates information within the body Standard SF.12.12
- K. Know how genetics apply to psychology Standards SSE.12.9, SF.12.4(S)

SKILLS & APPLICATIONS:

- S.A.12 Identify, describe, and state the advantages and disadvantages of the major brain scanning methods
- S.A.1 Identify and explain the role of major components of the brain
- S.C.1 Identify and explain the role of major components of the nervous system
- S.C.1 Explain the chemical and electrical processes of neural impulses
- S.C.1 Identify and explain the role of major components of the endocrine system
- S.C.3 Explain the process of genetic transmission and apply genetic information appropriately to understanding psychological processes

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 4: Sensation and Perception
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

absolute threshold	Gestalt	Phi phenomenon
afterimage	gustatory system	pictorial depth cues
auditory localization	Helmholtz	psychophysics
binocular depth cues	just noticeable difference	retina
bottom up processing	kinesthetic system	reversible figure
cochlea	light adaptation	rods
color blindness	monocular depth cues	sensation
cones	nearsightedness	sensory adaptation
convergence	olfactory bulb	signal detection theory
dark adaptation depth perception	olfactory system	subliminal perception
farsightedness	opponent process theory	threshold
Fechner	optic chiasm	top down processing
Fechner's law	optical illusion	trichromatic theory
Fovea	perception	vestibular system
frequency theory	perceptual constancy	visual agnosia
gate control theory	perceptual set	Weber's Law

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know how sensory thresholds are established and that cognitive factors influence threshold Standard SSE.12.1
- K.E.3 Know how the sensory mechanisms transduce physical stimuli into neural impulses Standard SSE.12.
- K.E.3 Know the effects of sensory adaptation Standard SSE.12.1
- K.E.3 Know how the processes of attention work Standard SSE.12.1
- K.E.3 Know how the major perceptual processes function Standard SSE.12.1

(S) SKILLS & APPLICATIONS:

- S.C.1 Describe the process of establishing thresholds
- S.C.1 Explain how thresholds are influenced by subjective experiences
- S.A.1 Identify the major components of the sensory systems
- S.C.1 Explain how physical stimuli are converted into neural impulses
- S.C.1 Describe the process of sensory adaptation and explain the role of adaptation in everyday experiences
- S.C.1 Explain how attention is not static and influenced by various environmental and cognitive factors
- S.C.1 Identify and explain the function of major perceptual processes

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 5: States of Consciousness
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

Alcohol	James	psychoactive drugs
cannabis	latent content	REM sleep
circadian rhythms	lucid dreams	reticular activation system
dependence	manifest content	sedatives
electroencephalograph	meditation	sleep apnea

Freud	narcolepsy	slow wave sleep
hallucinogens	narcotics	somnambulism
Hobson	night terrors	stimulants
hypnosis	nightmares	tolerance
insomnia	opiates	

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know the processes involved with sleep and dreaming Standard SSE.12.1
- K.E.3 Know the powers of hypnosis are very subjective Standard SSE.12.1
- K.E.3 Know the effects of various psychoactive drugs Standard SSE.12.1

(S) SKILLS & APPLICATIONS

- S.A.1 Describe the processes of sleep and dreaming
- S.A.1 Explain the purposes of each state of consciousness
- S.C.1 Identify the major powers associated with hypnosis
- S.C.1 Explain the reason the powers are the center of a controversy surrounding the usefulness of hypnosis in psychology
- S.C.1 Identify major drug categories
- S.C.2 Describe the effects of the drugs on the brain

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: ThompsonWadsworth.

Unit 6: Learning

Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

acquisition	instinctive drift	reinforcement
avoidance	intermittent reinforcement	schedule of reinforcement
Bandura	law of effect	secondary reinforcer
behavior modification	learning	Seligman

classical conditioning
concurrent schedules
reinforcement
conditioned reinforcer
conditioned response
conditioned stimulus
continuous reinforcement
discriminative stimuli
elicit
escape learning
extinction
fixed interval schedule
fixed ratio schedule
higher order conditioning

matching law
negative reinforcement
observational learning
operant chamber
operant conditioning
partial reinforcement
Pavlov
Pavlovian conditioning
phobias unconditioned
positive reinforcement
preparedness
primary reinforcers
punishment

shaping
Skinner
Skinner box
spontaneous recovery
stimulus discrimination
stimulus generalization
Thorndike
token economy
response
unconditioned stimulus
variable interval schedule
variable ratio schedule
Watson

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know the biological factors of learning Standard SSE.12.1
- K.E.3 Know the process of classical conditioning Standard SSE.12.1
- K.E.3 Know the process of operant conditioning Standard SSE.12.1
- K.E.3 Know the process of social learning theory Standard SSE.12.1
- K.E.3 Know the cognitive processes of learning Standard SSE.12.1

(S) SKILLS & APPLICATIONS:

- S.B.6 Describe the biological factors of learning
- S.B.6 Explain why certain learning tasks are biologically predisposed
- S.B.6 Identify the components of classical conditioning
- S.C.1 Explain how learning is achieved through its application
- S.B.6 Identify the components of operant conditioning
- S.C.1 Explain how learning is achieved through its application
- S.B.6 Identify the components of social learning theory
- S.C.1 Explain how learning is achieved through its application
- S.C.1 Identify the components of the cognitive processes in learning

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.
Sniffy, the Virtual Rat

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY

7 +/2

Algorithm

amnesia

Atkinson and Shiffrin

attention

availability heuristic

bilingualism

Chompsky

chunk

confirmation bias

conjunction fallacy

convergent thinking

creativity

critical period

decay theory

deep structure

Ebbinghaus

encoding

explicit memory

flashbulb memories

forgetting curve

framing

functional fixedness

Heuristic

hindsight bias

implicit memory

interference theory

keyword method

language acquisition device

linguistic relativity

Loftus

long term memory

long term potentiation

mean length of utterance

mental set

method of loci

Miller

mnemonic devices

morphemes

overextension

overregularization

phonemes

pragmatics

private speech

proactive interference

problem space

prototypes

recall

recognition

rehearsal

relearning

Representativeness heuristic

retention

retrieval

retroactive interference

schema

semantics

sensory memory

serial position

short term memory

social speech

storage

surface structure

syntax

telegraphic language

telegraphic speech

tip of the tongue

underextensions

Vygotsky

(A) ATTITUDES:

A.1 Respect self and others

A.2 Appreciate detail

A.3 A sense of curiosity

A.4 Embrace civic responsibilities

A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

K.E.3 Know the major theorists and the contribution to the study of memory Standard SSE.12.6

K.E.3 Know the major theorists and the contribution to the study of language Standard SSE.12.6

K.E.3 Know the major theorists and the contribution to the study of thinking Standard SSE.12.6

K.E.3 Know the major theorists and the contribution to the study of problem solving and creativity Standard SSE.12.6

(S) SKILLS & APPLICATIONS

- S.A.2 Identify the major figures in memory theory, describe their theories, and evaluate their strengths and weaknesses
- S.A.2 Identify the major figures in language theory, describe their theories, and evaluate their strengths and weaknesses
- S.A.2 Identify the major figures in thinking theory, describe their theories, and evaluate their strengths and weaknesses
- S.A.2 Identify the major figures in problem solving and creativity theory, describe their theories, and evaluate their strengths and weaknesses

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 8: Motivation and Emotion
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY

achievement motive	fight or flight response	obesity
affiliation motive	Freud	opponent process theory
androgens	galvanic skin response	polygraph
Atkinson	general adaptation syndrome	Schachter
Bard	glucostats	Selye
body mass index	homeostasis	set point theory
Cannon	incentive	settling point theory
collectivist culture	individualist culture	Solomon
constructive coping	Izard	stress
coping	Lange	subjective well being
display rules	Learned helplessness	Type A personality
drive reduction theory	lie detector	Type B personality
estrogens	motivation	William James
facial feedback hypothesis		

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities

A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

K.E.4 Know the biological basis for motivation Standard SSE.12.2

K.E.4 Know that cognitive and social factors contribute to motivation Standard SSE.12.2

K.E.4 Know the major theories of emotion Standard SSE.12.2

K.E.4 Know the sources and psychological effects of stress Standard SSE.12.2

(S) SKILLS & APPLICATIONS:

S.C.1 Explain how biological motives are related to drives

S.C.1 Describe the various cognitive and social motives

S.C.1 Outline the major theories of emotion and evaluate their strengths and weaknesses

S.C.1 Explain how stress influences cognitive processes

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 9: Developmental Psychology *Grades 11-12*

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

accommodation

Ainsworth

assimilation

attachment

authoritative

Baumrind

Bowlby

Centration

cephalocaudal trend

conservation

cross sectional design

dementia

egocentrism

embryonic stage

Erikson

fetal alcohol syndrome

fetal stage permissive

habituation

Harlow

Imprinting

Kagan

Kohlberg

Kubler – Ross

longitudinal design

Lorenz

Marcia

Maslow

maturation

menarche

midlife crisis

nature versus nurture

object permanence

perinatal period

Piaget

placenta

prenatal period

primary sex characteristics

proximodistal trend

puberty

Schaie

secondary sex characteristics

separation anxiety

sequential design

stability versus change

stages versus Continuity

temperament

Thomas and Chess

Udry

Zygote

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.4 Know the basic research models for studying development Standard SSB.12.7
- K.E.4 Know that several controversies exist in the field of developmental psychology Standard SSB.12.7
- K.E.4 Know the major figures and their theories of development Standard SSB.12.7

(S) SKILLS & APPLICATIONS:

- S.C.1 Describe the basic research models and evaluate their strengths and weaknesses
- S.C.1 Describe the controversies in the field of developmental psychology and understand the reasons for the divergent views
- S.C.1 Identify the major figures in development, outline the major theories of development, and evaluate their strengths and weaknesses

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 10: Personality
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

Adler	humanism	psychodynamic theories
Allport	id	psychosexual stages
Archetypes	Idiographic	rationalization
Bandura	incongruence	reaction formation
behavioral personality theory	inkblot test	reality principle
Cattell	introverts	reciprocal determinism
collective unconscious	Jung	regression
Costa and McRae	Maslow	repression
defense mechanism	Mischel	Rogers

displacement	MMPI	Rorarschach
ego	model	self actualization
extraverts	nomothetic	self efficacy
Eysenck	observational learning	sensation seeking
factor analysis	oedipal complex	Skinner
Five Factor Model	personal	unconscious superego
fixation	personality	superiority
Freud	pleasure principle	Thematic Aperception Test
hierarchy of needs	preconscious	trait
hindsight bias	projection projective	test unconscious

(A) ATTITUDES

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know the major personality theorists and their contribution to personality theory Standard SSE.12.2
- K.E.3 Know the two major approaches to testing personality Standard SSE.12.2

(S) SKILLS & APPLICATIONS:

- S.C.1 Identify the major figures in personality theory, describe their theories, and evaluate their strengths and weaknesses
- S.C.1 Describe testing models for personality and evaluate their strengths and weaknesses

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 11: Testing and Individual Differences
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY:

achievement test	fluid intelligence	percentile score
aptitude tests	Galton	reification
Binet	Gardner	reliability
construct validity	heritability ratio	standardization norms
content validity	intelligence quotient	Sternberg

correlation coefficient	intelligence tests	Terman
criterion related validity	mental age mental retardation	validity
crystallized intelligence	normal distribution	Wechsler
deviation IQ scores		

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know the characteristics of effective assessment in psychology Standard SSE.12.1
- K.E.3 Know the purposes of intelligence assessment Standard SSE.12.1
- K.E.3 Know the heredity versus environment controversy as it applies to intelligence Standard SSE.12.1

(S) SKILLS & APPLICATIONS:

- S.C.1 Identify the characteristics, describe the proper applications, and evaluate the strengths and weaknesses of assessments in psychology
- S.C.1 Describe testing models for intelligence and evaluate their strengths and weaknesses
- S.C.1 Explain how heredity and environment can influence intelligence

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.
Unit 12: Disorders and Therapy
 Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY

affective disorder	dissociative identity disorder	paranoid schizophrenia
agoraphobia	dissociative amnesia	personality disorders
anorexia	Dix	phobic disorder
antisocial personality disorder	dream analysis	placebo effects
anxiety disorders	dysthymic disorder	positive symptoms
Aversion therapy	eclecticism	prevalence
axis	ECT	prognosis
Beck	Ellis	psychiatrists
behavior therapies	epidemiology	psychoanalysis

biomedical therapies	etiology	psychopharmacotherapy
bipolar disorder	Eysenck	regression toward the mean
bulimia	free association	representativeness heuristic
catatonic	Freud	resistance
client centered therapy	generalized anxiety disorder	Rogers
clinical psychologists	group therapy	Rosenhan
cognitive therapy	hallucinations	schizophrenic disorders
Comorbidity	hypochondriasis	Seligman
conversion disorder	insanity	Skinner
culture bound disorders	insight therapies	somatization disorder
cyclothymic disorder	interpretation	somatoform disorder
deinstitutionalization	lithium	spontaneous remission
delusion	mood disorder	systematic desensitization
depression	multiple personality disorder	Szasz
diagnostic Statistical Manual	negative symptoms	tardive dyskinesia
disorganized schizophrenia	Nolen Hoeksema	transference
dissociative disorders	OCD	undifferentiated schizophrenia
dissociative fugue	panic disorder	Wolpe

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.3 Know how disorders are diagnosed Standard SSE.12.16
- K.E.3 Know the etiology of various disorders Standard SSE.12.16
- K.E.3 Know the major categories for disorders and describe their symptoms Standard SSE.12.16
- K.E.3 Know the major treatment approaches Standard SSE.12.16
- K.E.3 Know the methods to maintaining mental health Standard SSE.12.16

(S) SKILLS & APPLICATIONS:

- S.C.1 Describe the process of diagnosis and explain why it is a complex process
- S.C.1 Describe the onset of various disorders and the multiple explanations for why disorders start
- S.C.1 Identify the major disorders, describe their symptoms, and discuss their epidemiology
- S.C.1 Identify the major approaches to treatment, describe the application of the approaches, and evaluate their strengths and weaknesses
- S.C.1 Describe the process of effectively maintaining mental health

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.

Unit 13: Social Psychology
Grades 11-12

SOCIAL SCIENCES PROGRAM GOALS—

Students will:

- Be literate in the social sciences.
- Value, respect, and accept responsibility for citizenship.

VOCABULARY

Asch	Festinger	Janis
attitudes	fundamental attribution error	message
attributions	group	Milgram
bystander effect	group cohesiveness	obedience
cognitive dissonance	group polarization	outgroup
collectivism	groupthink	prejudice
conformity	illusory correlation	reciprocity
discrimination	individualism	social loafing
ethnocentrism	ingroup	social psychology
external attributions	internal attributions	stereotypes
Zimbardo		

(A) ATTITUDES:

- A.1 Respect self and others
- A.2 Appreciate detail
- A.3 A sense of curiosity
- A.4 Embrace civic responsibilities
- A.5 An awareness of varying points of view

(K) KEY KNOWLEDGE:

- K.E.2 Know how group dynamics influence individuals in groups Standard SSE.12.6
- K.E.2 Know the processes of conformity, obedience, and compliance Standard SSE.12.3
- K.E.2 Know how attitudes are attained and can explain how they are changed Standard SSE.12.7
- K.E.2 Know how antisocial behaviors are attained and explain how they are changed Standard SSE.12.1

(S) SKILLS & APPLICATIONS:

- S.B.6 Describe group dynamics and explain how they influence individuals within groups
- S.B.6 Describe the research on conformity, obedience, and compliance and assess its strengths and weaknesses
- S.B.6 Describe how attitudes are attained and explain how they can be changed
- S.B.6 Describe how antisocial behaviors are attained and explain how they can be changed

RESOURCES:

Weiten, Wayne. (2007). Psychology themes and variations. 7th ed. Belmont, CA: Thompson Wadsworth.