Map: **AP Psychology** Type: **Consensus** Grade Level: **12** School Year: **2010-2011**

Author: **Jessica Cartusciello** District/Building: **Island Trees / Island Trees High School**

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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	How did the discipline of psychology develop throughout history?	**Psychology's History and Approaches** The History of Psychology Historical movements in psychology	Labels the stages of the history of psychology. Describes the characteristics of the different stages. Identifies key people from each movement.			
	How do persepctives shape psychology?	The major questions of psychology: nature vs. nurture; stability vs. change The psychological approaches (perspectives): biological, evolutionary, psychodynamic, behavioral, cognitive, humanistic social-cultural The subfields of psychology: biological, developmental, cognitive, educational, personality, social, industrial-organizational, human factors, counseling, clinical, psychiatry Types of research: basic and applied **Vocabulary** psychology, empiricism, structuralism, functionalism, experimental psychology, behaviorism, humanistic psychology, cognitive neuroscience, nature-nurture issue, natural selection, levels of analysis,	Contrasts the two issues of nature and nurture. Discovers real-world examples of the nature vs. nurture debate. Contrasts the two issues of stability and change. Locates real-world examples of the stability vs. change debate. Explains each of the psychological approaches. Assesses various situations and behaviors from the different perspectives. Reviews the different subfields within psychology. Distinguishes between the types of psychologists. Separates the responsibilities of basic researchers and applied researchers.			

	Why are the answers that come from a scientific approach more reliable than those based on intuition? How do experiments clarify cause and effect?	biopsychosocial approach, biological psychology, evolutionary psychology, psychodynamic psychology, behavioral psychology, cognitive psychology, social -cultural psychology, psychometrics, basic research, developmental psychology, educational psychology, personality psychology, social psychology, applied research, industrial-organizational psychology, human factors psychology, counseling psychology, clinical psychology, psychiatry **Research Methods: Thinking Critically with Psychological Science** Hindsight bias and overconfidence Three main components of the scientific attitude The role of critical thinking and the scientific method in psychology Types of observing and describing behavior: case study, survey, naturalistic observation Correlations and scatterplots Sampling and experiments Statistics Ethics in research **Vocabulary** hindsight bias, critical thinking, theory, hypoethsis, operational definition, replication, case study, survey, population, random sample, naturalistic observation, correlation,	Locates examples of the hind-sight bias. Explains how overconfidence influnces perceptions. Applies the scientific attitude to the discipline of psychology Examines and strengths and weaknesses of the various research techniques: case study, survey, and naturalistic observation Analyzes naturalistic observation Describes how scatterplots show the relationship between two variables				

		correlation coefficient, scatterplot, illusory correlation, experiment, random assignment, double -blind procedure, placebo effect, experimental group, control group, independent variable, confounding variable, dependent variable	Distinguishes between independent and dependent variables Practices using statistics to describe data Computes measures of central tendency: mean, median, and mode Identifies the ethical guidelines regarding animals and human beings			
Unit 2	How do our genes and the environment interact to explain our individual differences?	Parts of a neuron Neural communication The nervous system: central and peripheral The endocrine system Neuroimaging techniques Parts of the brain: older brain structures, limbic system, cerebral cortex, association areas Brain hemispheres: functions and differences	Labels a neuron Demonstrates how a neuron communicates Lists the neurotransmitters Identifies the roles of the various neurotransmitters Labels the parts of the nervous system Outlines the functions of both the central and peripheral nervous systems Memorizes the parts of the endocrine system Describes the various methods of observing the brain Judges which neuroimaging technique is appropriate in different situations Explains the functions of the different parts of the brain Locates the various parts of the brain Contrasts the differences between the left and right hemispheres of the brain			

		Behavior genetics Identical versus fraternal twins Heritability and nature versus nurture Evolutionary psychology	Compares identical twins and fraternal twins in the same environment and in different environments Debates the roles of nature and nurture				
		Vocabulary					
	How do the nervous system and the endocrine system transmit messages? How do sensation and perception operate? How do we transform energy input into neural messages? How did the Gestalt psychologists understand perceptual organization?	biological psychology, neuron, sensory neurons, motor neurons, interneurons, dendrite, axon, myelin sheath, action potential, threshold, synapse, neurotransmitters, reuptake, endorphins, nervous system, central nervous system, peripheral nervous system, nerves, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, reflex, endocrine system, hormones, adrenal glands, pituitary gland, lesion, electroencephalogram, CT scan, PET scan, MRI, fMRI, brainstem, medulla, reticular formation, thalamus, cerebellum, limbic system, amygdala, hypothalamus, cerebral cortex, glial cells, frontal lobes, parietal lobes, occipital lobes, temporal lobes, motor cortex, sensory cortex, association areas, aphasia, Broca's area, Wernicke's area, plasticity, neurogenesis, corpus callosum, split brain, consciousness, cognitive neuroscience, dual processing Sensing the world Thresholds: absolute thresholds, signal detection, subliminal stimulation, difference thresholds Vision The eye and visual information processing Theories of color vision: Young-Helmholtz trichromatic theory, opponent process theory Hearing Parts of the ear and stimulus input	Explains the different sensation thresholds Labels the parts of the eye Diagrams how vision works Contrasts the different theories of color vision Labels the parts of the ear Diagrams how hearing works Contrasts the different theories of how we hear pitch Discusses deafness and deaf culture Outlines the other senses: touch, smell, taste Identifies smell and taste as chemical senses				

Pitch theories: place theory and frequency theory

Hearing loss and deaf culture

Touch, kinesthesis, and the vestibular sense

Perceiving pain: the gate control theory

Chemical senses: taste and smell

The Gestalt principles of organization: figure and ground, grouping, proximity, similarity, continuity, connectedness, closure

Depth perception and cues

Binocular cues: retinal disparity and convergence

Monocular cues: relative height, relative size, linear perspective, interposition, light and shadow, relative motion

Constancy: perceptual, light, color

Context effects

Extrasensory Perception

Vocabulary

sensation, perception, bottom-up processing, top-down processing, selective attention, inattentional blindness, change blindness, psychophysics, absolute threshold, signal detection theory, subliminal, priming, difference threshold, Weber's Law, sensory

Recognizes the Gestalt principles

Categorizes cues as either monocular or binocular

Explains the impact of perceptual constancy

Interprets the influence of our expectations, contexts, and emotions on our perceptions

Outlines the types of extrasensory perception: telepathy, clairvoyance, precognition

Judges the reality of extrasensory perception

		adaptation, transduction, wavelength, hue, intensity, pupil, iris, lens, retina, accommodation, rods, cones, optic nerve, blind spot, fovea, feature detectors, parallel processing, Young-Helmholtz trichromatic theory, opponent-process theory, audition, frequency, pitch, middle ear, cochlea, inner ear, place theory, frequency theory, conduction hearing loss, sensorineural hearing loss, cochlear implant, kinesthesis, vestibular sense, gate-control theory, sensory interaction, gestalt. figure-ground, grouping, depth perception, visual cliff, binocular cues, retinal disparity, monocular cues, phi phenomenon, perceptual constancy, color constancy, perceptual adaptation, perceptual set, extrasensory perception, parapsychology				
Unit 3	How do our biological rhythms influence our daily functioning? Why do we dream? Why do some people become regular users of consciousness-altering drugs?	States of consciousness: waking awareness, daydreaming, sleeping, meditating, drug induced hallucinating Circadian rhythm Sleep stages: 1, 2, 3, 4, REM The effects of sleep loss Sleep theories Sleep disorders: insomnia, narcolepsy, sleep apnea, night terrors	Defines the different states of consciousness Analyzes how our circadian rhythm impacts our bodies Discriminates among the different stages of sleep Outlines the order of the sleep stages during a typical night's sleep Examines the impacts of sleep loss on the mind and body Compares the different sleep theories Describes the different sleep disorders and assesses various treatment options Evaluates Freud's theory of why we dream Contrasts the different			

			dream theories			
		Dreams				
			Explains the hypnotized state			
		Hypnosis	Explains the validity of hypnosis			
			Appraises the different theories of hypnosis			
		Psychoactive drugs and addiction				
			Identifies common misconspetion about addiction			
		Types of drugs: stimulants, depressants, hallucinogens	Classifies different types of drugs into categories			
		Vocabulary consciousness, circadian rhythm, REM sleep, alpha waves, sleep, hallucinations, delta waves, NREM sleep, insomnia, narcolepsy, sleep apnea, night terrors, dream, manifest content, latent content, REM rebound, hypnosis, posthypnotic suggestion, dissociation, psychoactive drugs, tolerance, withdrawal, physical dependence, psychological dependence, addiction, depressants, barbiturates, opiates, stimulants, amphetamines, Ecstacy, hallucinogens, LSD, THC				

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	How do we learn?	Classical conditioning	Explains classical conditioning			
		Acquisition, extinction, spontaneous recovery, generalization, and discrimination	Identifies the parts of classical conditioning: neutral stimulus, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response			
		Ivan Pavlov	Discovers applications of classical conditioning			
			Discusses significance of Pavlov's dog experiment			
	How do different reinforcement schedules affect behavior?		Explains operant conditioning			
			Evaluates the role of B.F. Skinner in operant conditioning			
			Compares positive reinforcement and negative reinforcement			
		Operant Conditioning	Concludes which reinforcement schedule is most effective in encouraging learning			
		B.F. Skinner's experiments				
		Types of reinforcers: positive and negative; primary and conditioned	Discriminates between the different reinforcement schedules			
		Reinforcement schedules: continuous and partial; fixed-ratio, variable-ratio, fixed-interval, variable-interval	Evaluates the effectiveness of punishment			
		Punishment	Compares the advantages of instrinsic and extrinsic motivation			
		Intrinsic and extrinsic motivation	Summarizes the differences between classical conditioning and operant conditioning			
	How do psychologists describe the human memory system?		Describes observational learning			
			Examines the role of mirror neurons			
	How does the brain store our memories?	Observational learning	Diagrams Bandura's experiments and points out the impact of these experiments			

		Mirror neurons	Evaluates the impacts of modeling				
		Albert Bandura's experiments					
		Prosocial and antisocial effects of modeling					
		Vocabulary					
	Why do we forget?	learning, habituation, associative learning, classical conditioning, behaviorism, unconditioned response, unconditioned stimulus, conditioned response, conditioned stimulus, acquisition, higher-order conditioning, extinction, spontaneous recovery, generalization, discrimination, learned helplessness, respondent behavior, operant conditioning, operant behavior, law of effect, operant chamber, shaping, discriminative stimulus, reinforcer, positive reinforcement, negative reinforcement, primary reinforcer, conditioned reinforcer, continuous reinforcement, partial reinforcement, fixed-ratio schedule, variable-ratio schedule, fixed-interval schedule, variable-interval schedule, punishment, cognitive map, latent learning, insight, intrinsic motivation, extrinsic motivation, biofeedback					
	How do misinformation, imagination, and source amnesia influence our memory construction?	Memory	Subdivides information processing into encoding, storage, and retrieval Outlines Shiffrin's three-stage modes: sensory memory, short-term memory, and long-term memory				
		Information processing model: three-stage model of memory	Modifies the three-stage model to include the component of working memory				
		Automatic and effortful processing	Recognizes parallel processing as integral to automatic processing				
		Types of encoding: visual,	Analyazes the impact of rehearsal, the spacing effect, and the serial position effect				

		acoustic, semantic				
			Contrasts automatic and effortful processing			
		Storage and retaining information	Assesses the effortful processing methods and their abilities to aid in forming long-term memories			
	How can creativity be fostered?	Sensory memory, working/short-term memory, long-term memory				
			Explains sensory memory			
		The brain and memory storage: synaptic changes, stress hormones, implicit memories, explicit memories	Contrasts the duration and capacity of short-term and long-term memory			
	How do heuristics, overconfidence, and belief perseverance influence our decisions and judgments?		Appraises the roles of the differnt parts of the brain in memory storage			
		Retrieval: recall, recognizing, relearning	Compares implicit memory and explicit memory			
	How do we learn language?					
		Retrieval cues and context effects	Predicts the effects of amnesia on implicit and explicit memory			
		Forgetting				
			Judges how we get different memories out of storage			
		Reasons for forgetting: encoding failure, storage decay, retrieval failure	Evaluates the importance of retrieval cues			
			Appraises how external contexts and internal emotions influence memory retrieval			
		Memory construction				
			Analyzes why we forget			
		Source amnesia	Categorizes the different resons for retrieval failure			
		Eyewitness recall	Compares proactive interference and retroactive interference			
		Repressed and constructed memories	Describes the impact of the misinformation and imagination effects			
		Improving memory	Analyzes how source amnesia influences our memory construction			
			Judges the accuracy of eyewitness testimony			
		Vocabulary				
		memory, encoding, storage,	Assesses the controversy			

		retrieval, sensory memory, short-term memory, long-term memory, working memory, parallel processing, automatic processing, effortful processing, rehearsal, spacing effect, serial position effect, visual encoding, acoustic encoding, semantic memory, imagery, mnemonics, chunking, iconic memory, echoic memory, long-term potentiaion, flashbulb memory, amnesia, implicit memory, explicit memory, hippocampus, recall, recognition, relearning, priming, deja vu, mood congruent memory, proactive interference, retroactive interference, repression, misinformation effect, source amnesia Thinking Problem solving Obstacles to problem solving: confirmation bias, fixation, mental set, functional fixedness Five components of creativity: expertise, imaginative thinking skills, venturesome personality, intrinsic motivation, creative environment Making decisions and forming judgments Heuristics: representative heuristic, availability heuristic Overconfidence, belief perseverence, intuition, framing Structural components of language	related to claims of repressed and recovered memories Appraise different methods of improving memory Evaluates different techniques of problem solving Discriminates between the different components of creativity Identifies different types of heuristics Debates the effects of framing Identifies phonemes and morphemes Diagrams the different parts of grammer Outlines the language stages Contrasts the different theories of language development				

		Grammar, semantics, and syntax Milestones in language development Theories of language development **Vocabulary** cognition, concept, prototype, algorithm, heuristic, insight, creativity, confirmation bias, fixation, mental set, functional fixedness, representative heuristic, availability heuristic, overconfidence, belief perseverance, intuition, framing, language, phoneme, morpheme, grammar, semantics, syntax, babbling stage, one -world stage, two-word stage, telegraphic speech, linguistic determinism				
Unit 5	How do psychologists view motivated behavior? How do culture and biology influence motivated behavior? Why do humans need to belong?	Motivational concepts Instincts and evolutionary psychology Drive reduction theory Hierarchy of needs The physiology of hunger The psychology of hunger Eating disorders: anorexia nervosa, bulemia nervosa, binge-eating disorder Obesity and weight control	Evaluates the persepectives from which psychologists view motivated behavior Recognizes homeostasis as the goal of drive reduction Diagrams Maslow's hierarchy of needs Identifies the physiological factors that produce hunger			

How do we experience emotion?

How do we communicate without words?

How does stress make us more vulnerable to disease?

Sexual Motivation

The physiology of sex

The psychology of sex

Adolescnet sexuality

Sexual orientation

The need to belong

Vocabulary

motivation, instinct, drive-reduction theory, homeostasis, incentive, hierarchy of needs, glucose, set point, basal metabolic rate, anorexia nervosa, bulemia nervosa, binge-eating disorder, sexual response cycle, refractory period, estrogen, testosterone, sexual orientation

Theories of emotion: James -Lange theory, Cannon-Bard theory, Two-factor theory

Emotions and the autonomic nervous system

Cognition and emotion

Nonverbal communication

The function of fear

The causes and consequences of anger

Interprets the role of biology and culture in taste preferences

Distinguishes between eating disorders

Compares the different types of eating disorders

Assesses factors that predispose some people to become and remain obese

Debates the social effects of obesity

Identifies the stages of the human sexual response cycle

Measures the influence of hormones on human sexual motivation

Judges the influence of internal and external stiumuli on sexual motivation

Summarizes the factors that influence teen sexuality, teen pregnancy, and risk of sexually transmitted infections

Debates the research on sexual orientation

		The causes and consequences of happiness Stress and health Debates the impact of stress on our vulnerablity to disease **Vocabulary** emotion, James-Lange theory, Cannon-Bard theory, two-factor theory, polygraph, facial feedback, catharsis, feel-good do-good phenomenon, well-being, adaptiation-level phenomenon, relative deprivation, behavioral medicine, health psychologist, stress, general adaptation syndrome, coronary heart disease, Type A, Type B, psychophysioligical illness	Contrasts the three theories of emotion Distinguishes between the phsiological responses of various emotions Debates the necessity of consciously interpretting and labeling emotions Finds examples of the role of culture in the expression of emotion Evaluates the function of fear Debates the effectiveness of catharsis Explains the feel-good, do-good phenomenon			
Unit 6	How does life develop? How do researchers explore mental abilities throughout the stages of development?	Prenatal development and the newborn Infancy and childhood: physical development, motor development, cognitive development Piaget's Theory Social development Attachment	Infers newborns' and toddlers' abilities at different stages Describe the maturation process of the brain and motor skills Discriminates between Piaget's stages of cognitive development Criticizes Piaget's theory of cognitive development			

		Parenting styles: authoritarian, permissive, authoritative				
	How do motor skills develop?	Gender development				
		Adolescence: physical development, cognitive development, social development	Analyzes how parent-infant attachment bonds form			
		Emerging adulthood	Compares the different attachment types			
		Adulthood: physical development, cognitive development, social development	Researches the consequences of deprivation of attachment			
	How do attachment bonds form?	Development and the three major issues: nature and nurture, continuity and stages, stability and change	Distinguishes between the three different parenting styles			
		Vocabulary	Breaks down ways in which males and females tend to be alike and to differ			
	How much credit (or blame) do parents deserve?	developmental psychology, zygote, embryo, fetus, teratogens, fetal alcohol syndrome, habituation, maturation, cognition, schema, assimilation, accommodation, sensorimotor stage, object permanence, preoperational stage, conservation, egocentrism, theory of mind, concrete operational stage, formal operational stage, autism, stranger anxiety, attachment, critical period, imprinting, temperament, basic trust, self-concept, gender typing, social learning theory, gender, aggression, X chromosome, Y chromosome, role, gender role, gender identity, adolescence, puberty, primary sex characteristics, secondary sex characteristics, menarche, identity, social identity, intimacy, emerging adulthood	Points out the physical changes that mark adolescence Categorizes the tasks and challenges of adolescence Summarizes the physical and cognitive changes that occur during middle and late adulthood Evaluates how memory and intelligence change with age Examine each of the three major issues with regard to development			

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	How did Freud view personality and its development? How do people defend themselves against anxiety? How do contemporary psychologists view personality? How do psychologists use traits to describe personality? How do social-cognitive psychologists assess people's behavior and beliefs? How does self-esteem help and hurt us? How do individualist and collectivist culture influences affect people?	The psychoanalytic perspective Defense mechanisms: repression, regression, reaction formation, projection, rationalization, displacement, sublimation, denial Neo-Freudians and the psychodynamic perspective The humanistic perspective Maslow and self-actualization Rogers and the person-centered perspective The trait perspective Factor analysis The Big Five factors	Interpret Freud's view of personality and its development Illustrates the personality structures: id, ego, superego Diagrams which of Freud's ideas his followers accepted and which ideas they rejected Debates the accuracy of Freud's ideas Examines the role of the unconscious Assesses how the humanisic psychologists view personality Diagrams Maslow's hierarchy of needs Judges how the humanistic perspective has influenced psychology Discusses how psychologists use traits to describe personality Organizas traits into the Eysenck two personality dimensions: introverted-extroverted and unstable-stable			

			Compares the strenghts and weaknesses of personality inventories Debates the continuity of personality traits over time and across situations Identifies what influences shape an individual's personality Summarizes the causes and consequences of personal control Contrasts the advantages and disadvanteages of optimism and pessimism			
		The social-cognitive perspective Personal control Optimism vs. pessimism Exploring the self Benefits of self-esteem The self-serving bias Culture and the self	Measures the benefits and hinderances of high self-esteem Justifies the existence of the self-serving bias Contrasts the effects of individualist and collectivist cultural influences			
Unit 8	How do the theories of intelligences differ?	Intelligence General intelligence factor Multiple intelligences: linguistic, logical-	Debate the presence of a general intelligence factor Compares Sternberg's and Gardner's theories of muliple intelligences			

How stable are intelligence scores over the life span?	mathematical, musical, spatial, bodily-kinesthetis, intrapersonal, interpersonal, naturalist	Differentiates between Gardiner's mulitple intelligences
	Sternberg's three intelligences	Inventories the facets of emotional intelligence
How do heredity and environmental influences impact intelligence?	Emotional intelligence	Researches the extent to which intelligence is related to brain anatomy and neural processing speed
	Intelligence tests	
	Brain size and complexity	Examines the reasons for the creation of intelligence tests
		Discriminates between achievement tests and aptitude tests
	Types of tests: achievement and aptitutde	
		Points out examples of aptitude tests
	Extremes of intelligence	
	Genetic and environmental influences on intelligence	Diagrams the principles of test construction
		Debates the stability of intelligence scores over the life span
	Issues in testing: group differences, gender differences, bias	
	Vocabulary	
	intelligence test, intelligence, general intelligence (g), factor analysis, savant syndrome, emotional intelligence, mental age, Stanford-Binet, intelligence quotient (IQ), achievement tests, aptitude tests, Wechsler Adult Intelligence Scale, standardization, normal curve, reliability, validity, validity, content validity, predictive validity, intellectual disability, Down syndrome, stereotype threat	Outlines the typical characteristics of the low and high extremes of intelligence
		Analyzes the respective influences of nature and nurture on intelligence
		Researches current issues in testing

Unit 9	How should we draw the line between normality and disorder? Why do clinicians classify psychological disorders? Why do some people develop psychological disorders? How does psychotherapy work? How do alternative therapies fare under scientific scrutiny?	Classifying psychological disorders Anxiety disorders: generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder, post-traumatic stress disorder Perspectives on psychological disorders: learning persepective, biological perspective Somatoform disorders Dissociative disorders: dissociative identity disorder Mood disorders: major depressive disorder, bipolar disorder Suicide Symptoms of schizophrenia: disorganized thinking, diturbed perceptions, inappopriate emotions and actions Subtypes of schizophrenia: paranoid, disorganized, catatonic, undifferentiated, residual Causes of schizophrenia Personality disorders: antisocial personality disorder Rates of psychological disorders Psychological therapies	Critiques the usefulness of the DSM-IV Contrasts the different types of anxiety disorders Explains the characteristics of anxiety disorders Debates the validity of the learning perspective and the biological perspective Researches the causes and realities of somatoform disorders Composes an overview of living with a dissociative disorder Compares the different mood disorders Points out who is at risk for suicide Categorizes the symptoms of schizophrenia Researches the causes of schizophrenia Illustrates the characteristics of antisocial personality disorder Infers how many people suffer, or have suffered, from a psychological disorder			

		Psychoanalysis: aims and methods Psychodynamic therapy Humanistic therapies Behavior therapies Cognitive therapies Group and family therapies Evaluating pscyhotherapies **Vocabulary** psychological disorder, attention-deficit hyperactivity disorder, medical model, DSM-IV, anxiety disorder, generalized anxiety disorder, panic disorder, phobia, obsessive-compulsive disorder, post-traumatic disorder, somatoform disorder, conbersion disorder, hypochondriasis, dissociative disorder, dissociative identity disorder, mood disorder, major depressive disorder, mania, bipolar disorder, schizophrenia, delusions, personality disorder, antisocial personality disorder, eclectic approach, psychotherapy, psychoanalysis, resistance, interpretation, transference, psychodynamic therapy, insight therapies, client-centered therapy, active listening, unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure	Criticize psychoanalysis Outline the aims of psychoanalysis Debates the effectiveness of the methods of psychoanlysis: free association, hypnosis Examines the principles of resistance, and transferring Comapres the basic themes of humanistic therapies to the basic themes of psychosynamic therpies Outlines the parts of Rogers' humanistic therapy: client-centered therapy and active listening Diagrams the components of active listening Analyzes the benefits of unconditional positive regard Evaluates the assumptions and techniques of the behavior therapies Contrasts classical conditioning techniques and operant conditioning techniques Identifies the goals and techniques of the cognitive therapies Reviews the aims and benefits of group and family therapy Debates the effectiveness of psychotherapy				

		therapy, aversive conditioning, token economy, cognitive therapy, cognitive-behavioral therapy, famliy therapy, regression toward the mean, meta-analysis, biomedical therapy, psychopharmacology, antipsychotic drugs, electroconvulsive therapy, antianxiety drugs, antidepressant drugspsychosurgery, lobotomy	Concludes if some therapies are more effective than others Discovers the benefits and pitfalls of alternative therapies			

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	How do we tend to explain others' behavior and our own?	Attribution theory	Assesses the impact of the fundamental attribution error	(		
				(		
		Attitudes and actions		;		
			Judges the effects of attribution	;		
	How does what we think affect what we do?	Cognitive dissonance theory				
		Social influence: conformity and obedience	Describes how actions affect attitudes			
	How is our behavior affected by the presence of others or by being part of a group?		Supports the foot-in-the-door phemonenon with real world examples			
		Group influence: social facilitation, social loafing, deindividuation	Evaluates the abilty of cognitive dissonance to alter our beliefs			
		Effects of group interaction	Analyzes the power of social influence			
		Cultural influence				
			Infers possible conditions that strengthen conformity			
		The power of individuals				
		Social relations and prejudice	Distinguishes between normative social influence and informational social influence			
		Aggression				
		Attraction and love				
			Compares people's behavior with and without the presence of others			
		Altruism				
		Conflict and peacemaking	Contrasts the impacts of group polarization and groupthink			
			Assesses how cultural norms affect our behavior			
		Vocabulary				
			Infers how cultural norms vary across cultures and over time			
		attribution theory, fundamental attribution error, attitude. central route persuasion, peripheral-route persuasion, foot-in-the-door phemonenon, role, cognitive dissonance theory,	Questions the ability of a minority to sway a majority			

		conformity, normative social influence, informational social influence, social facilitation, social loafing, deindividuation, group polarization, group think, culture, norm, personal space, prejudice, stereotype, discrimination, ingroup, outgroup, ingroup bias, scapegoat theory, other-race effect, just-world phenomenon, aggression, frustration-aggression principle, mere exposure effect, passionate love, companionate love, equity, self-disclosure, altruism, bystander effect, social exchange theory, reciprocity norm, social-responsibility norm, conflict, social trap, mirror-image perceptions, self-fulfilling prophecy, superordinate goals, GRIT	Evaluates the power we have as individuals Defines prejudice Illustrates the impact of prejudice in various situations Discriminates between the social,emotional, and cognitive roots of prejudice Contrasts ingroup and outgroup Analyzes which biological factors make us more prone to hurt one another Categorizes which psychological factors may trigger aggressive behavior Exmaines why we befriend and fall in love with some people but not others Explains how romantic love typically changes as time passes Predicts when we are most and least likely to help others Evaluates the norms for helping Appraises the extent to which social traps and mirror-image perceptions fuel social conflict			
Key to Standards used in this Map						