

MCS AP Psychology Subject Group Overview

Unit Name	Unit 1: Scientific Foundations of Psychology	Unit 2: Biological Bases of Psychology	Unit 3: Sensation and Perception	Unit 4: Learning	Unit 5: Cognitive Psychology	Unit 6: Developmental Psychology	Unit 7: Motivation, Emotion, and Personality	Unit 8: Clinical Psychology	Unit 9: Social Psychology & Exam Review
Time Frame	15 hours 10 Days	14 hours 9 Days	6 hours 4 Days	10 hours 6 Days	16 hours 10 Days	8 hours 6 Days	18 hours 11 Days	16 hours 11 Days	14 hours 9 Days Remaining 5 days (7.5 hours) of Semester AP Exam Review
Standards	SSPFR1; SSPVB2 <u>Information Processing Skills:</u> 9. construct charts and tables 14. formulate appropriate research questions <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8; <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2 <u>MCS Gifted Stds:</u> S3A, S3B, S3C	SSPBF1; SSPBF2; SSPBF3; SSPBF4; SSPBF5 <u>Map and Globe Skills:</u> Use a diagram of body systems and the brain to explain impact of senses on behavior <u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 15. determine adequacy/relevance of information <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8; <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2 <u>MCS Gifted Stds:</u>	SSPBF1; SSPBF2; SSPBF3; SSPBF4; SSPBF5 <u>Map and Globe Skills:</u> Use a diagram of the ear and eye to explain impact of senses on behavior <u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 15. determine adequacy/relevance of information <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8; <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2 <u>MCS Gifted Stds:</u>	SSPBC1; SSPBC2; SSPBC3 <u>Map and Globe Skills:</u> 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps <u>Information Processing Skills:</u> 16. check for consistency of information <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8; <u>SS Writing Skills:</u> L11-12WHST1; L11-12WH <u>MCS Gifted Stds:</u>	SSPBC1; SSPBC2; SSPBC3 <u>Map and Globe Skills:</u> 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps <u>Information Processing Skills:</u> 16. check for consistency of information <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8; <u>SS Writing Skills:</u> L11-12WHST1; L11-12WH <u>MCS Gifted Stds:</u>	SSPBC2; SSPBC3 <u>Map and Globe Skills:</u> 12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations <u>Information Processing Skills:</u> 7. interpret timelines 16. check for consistency of information <u>SS Reading Skills:</u> L11-12RHSS4 <u>SS Writing Skills:</u> L11-12WHST1; L11-12WHST2 <u>MCS Gifted Stds:</u>	SSPVB1; SSP <u>Map and Globe Skills:</u> 8. draw conclusions and make generalizations based on information from maps <u>Information Processing Skills:</u> 3. identify issues and/or problems and alternative solutions 8. identify social studies reference resources to use for a specific purpose 9. construct charts and tables 14. formulate appropriate research questions <u>SS Reading Skills:</u> L11-12RHSS3	SSPFR2; SSPSP1d <u>Map and Globe Skills:</u> 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps <u>Information Processing Skills:</u> 9. construct charts and tables 11. draw conclusions and make generalizations <u>SS Reading Skills:</u> L11-12RHSS7	SSPSP1 <u>Map and Globe Skills:</u> 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps <u>Information Processing Skills:</u> 16. check for consistency of information 4. distinguish between fact and opinion <u>SS Reading Skills:</u> L9-10RHSS6; L9-10RHSS8;

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		S6A, S6B, S6C, S6D, S6E	S6A, S6B, S6C, S6D, S6E	S4A, S4B, S4C, S4D, S4E	S4A, S4B, S4C, S4D, S4E	S4A, S4B, S4C, S5A, S5B, S5C, S5D	SS Writing Skills: L11-12WHST1; L11-12WHST2 MCS Gifted Stds: S6A, S6B, S6C, S6D, S6E	SS Writing Skills: L11-12WHST1; L11-12WHST2 MCS Gifted Stds: S3A, S3B, S3C	SS Writing Skills: L11-12WHST1; L11-12WHST2 MCS Gifted Stds: S5A, S5B, S5C, S5D, S5E
Content Specific Information	<p>Learning Targets: 1.1 Introducing Psychology</p> <p>Topic 1.2 Research Methods in Psychology</p> <p>Topic 1.3 The Experimental Method</p> <p>Topic 1.4 Selecting a Research Method</p> <p>Topic 1.5 Statistical Analysis in Psychology</p> <p>Topic 1.6 Ethical Guidelines in Psychology</p>	<p>2.1 Interaction of Heredity and Environment</p> <p>2.2 The Endocrine System</p> <p>2.3 Overview of the Nervous System and the Neuron</p> <p>2.4 Neural Firing</p> <p>2.6 The Brain</p> <p>2.7 Tools for Examining Brain Structure and Function</p> <p>2.8 The Adaptable Brain</p> <p>2.9 Sleep and Dreaming</p>	<p>3.1 Principles of Sensation</p> <p>3.2 Principles of Perception</p> <p>3.3 Visual Anatomy</p> <p>3.4 Visual Perception</p> <p>3.5 Auditory Sensation and Perception</p> <p>3.6 Chemical Senses</p> <p>3.7 Body Senses</p>	<p>4.1 Key researchers in the psychology of learning:</p> <p>4.2 Information processing of psychological research graphics.</p> <p>4.3 Characteristics of learning. .</p> <p>4.4 Application of learning principles to explain behavior phenomena. .</p> <p>4.5 Biological constraints impact learning.</p> <p>4.6 Classical conditioning.</p> <p>Acquisition, Extinction, Spontaneous recovery, Generalization, Stimulus discrimination, Higher-order learning, Unconditioned stimulus,</p>	<p>5.1 Introduction to Memory</p> <p>5.2 Psychological and physiological systems of memory.</p> <p>5.3 Contributions of key researchers in cognitive psychology</p> <p>5.4 Encoding</p> <p>5.5 Storing</p> <p>5.6 Retrieving</p> <p>5.7 Forgetting and Memory Distortion</p> <p>5.8 Biological Bases of Memory</p> <p>5.9 Introduction to Thinking and Problem Solving</p> <p>6.0 Biases and Errors in Thinking</p> <p>6.1 Introduction to Intelligence</p>	<p>6.1 The Lifespan and Physical Development in Childhood</p> <p>6.2 Social Development in Childhood</p> <p>6.3 Cognitive Development in Childhood</p> <p>6.4 Adolescent Development</p> <p>6.5 Adulthood and Aging</p> <p>6.6 Moral Development</p> <p>6.7 Gender and Sexual Orientation</p>	<p>7.1 Theories of Motivation</p> <p>7.2 Specific Topics in Motivation</p> <p>7.3 Theories of Emotion</p> <p>7.4 Stress and Coping</p> <p>7.5 Introduction to Personality</p> <p>7.6 Psychoanalytic Theories of Personality</p> <p>7.7 Behaviorism and Social Cognitive Theories of Personality</p> <p>7.8 Humanistic Theories of Personality</p> <p>7.9 Trait Theories of Personality</p>	<p>8.1 Psychological Disorders</p> <p>8.2 Perspective Approaches to understand Psych Disorders</p> <p>8.3 DSM’s role in the field</p> <p>8.4 Anxiety Disorders</p> <p>8.5 Obsessive-Compulsive Disorder</p> <p>8.6 Posttraumatic Stress Disorder</p> <p>8.7 Phobias</p> <p>8.8 Mood Disorders</p> <p>8.9 Somatoform and Dissociative Disorders</p> <p>9.0 Personality Disorders</p>	<p>9.1 Three Main FOCuses of Social Psychology</p> <p>9.2 Attribution Theory</p> <p>9.3 Fundamental Attribution Error</p> <p>9.4 Cognitive Dissonance Theory</p> <p>9.5 Looking Glass Effect</p> <p>9.6 Conformity and Obedience</p> <p>9.7 Social facilitation and loafing</p> <p>9.8 Deindividuation</p> <p>9.9 Group Polarization and Groupthink</p> <p>10.- Privilege</p> <p>10.1- Antisocial Relations</p>

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					<p>Unconditioned response, Neutral/conditioned stimulus, Conditioned response</p> <p>G. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</p> <p>Contingencies H. Predict the effects of operant conditioning:</p> <p>Positive reinforcement, Negative reinforcement, Positive punishment, Negative punishment</p> <p>I. Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.</p>	<p>6.2 Psychometric Principles and Intelligence Testing</p> <p>6.3 Components of Language and Language Acquisition</p>		7.10 Measuring Personality	9.1 Types of Therapies	10.2 Prosocial Relations
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				J. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.					
Common Assessments Performance Projects	<ul style="list-style-type: none"> -Case Studies -Design an Experiment Project -Vocabulary Formative -Grant Application Project -Research Quiz -Free Response Questions -Unit Selected Response Summative 	<ul style="list-style-type: none"> -Brain Structure Quiz -Children’s Book Project -Case Studies -Play Do Brain Diagram -Vocabulary Formative -Children’s Storyboard Project -Neurotransmitter Puppet Show -Unit 2 Summative -Unit 2 Free Response Question 	<ul style="list-style-type: none"> -Hearing Test -Perception Quiz -Free Response Quiz -Sensation Project -Sensation Quiz -Other Senses Quiz -Unit 3 Common Formative -Unit 3 Free Response Question -Unit 3 Vocabulary Formative -Unit 3 Optional Project: Documentary -Unit 3 Summative -Vision Vocabulary Quiz 	<ul style="list-style-type: none"> -Classical Conditioning Quiz - Free Response Question -Operant Conditioning Quiz - Conditioning Project -Negative and Positive Reinforcement Quiz - Unit 4 Vocabulary Quiz -Schedules of Reinforcement Quiz -Quiz- Operant Conditioning 	<ul style="list-style-type: none"> -Memory Vocabulary Quiz -Free Response Question - Language Quiz -Retrieval Quiz -Storage Quiz -Thinking and Language Quiz -Thinking Quiz -Cognition Project -Unit 5 Summative 	<ul style="list-style-type: none"> -Child Day! -Infancy and Childhood Development Quiz -Moral and Psychosocial Development Quiz -Letter to Adult Self - Open Book Quiz Adulthood -Stand By Me Development Assessment- Optional At Home Project - Optional Project- My Baby Book -Physical Development Quiz -Adolescent Quiz -Unit 6 FRQ -Unit 6 Vocabulary Quiz -Unit 6 Summative 	<ul style="list-style-type: none"> -Vocabulary Quiz -Free Response Quiz- Unit 7 - Maslow Quiz -Motivation Quiz -Unit 7 Summative -Motivation Project -Group Discussion -Happy Video Project -Unit Group Presentation -Emotion, Stress, Health Vocabulary Quiz - Personality Quiz -Unit Summative 	<ul style="list-style-type: none"> -Disorder Quiz -Character Case Study Diagnosis Project -Unit 8 Free Response Question -Unit 8 Summative -Therapies Quiz -Case Study Analysis -Skits/Tableaus on Anxiety Disorders -Role Play Formative -Therapy Project- The Doctor is in 	<ul style="list-style-type: none"> -Unit 9 Free Response Question -Unit 9 Summative -Social Psychology Project
Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.								