Purpose
The AP Psychology or CCIHS course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Psychology Programmatic Outcomes
1. Knowledge Base of Psychology
   Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology
   Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology
   Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology
   Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology
   Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Textbooks

Recommended Supplies/Books
1. 1” binder for AP Psychology w/ paper and folders
2. 16 Divider tabs (16 units of study)
Due Dates
Most assignments in this course are pre-reading or pre-writing assignments, intended to give you some background information before the quiz, lecture, activity, or discussion on the given topic. Thus, the dates listed on the course outline indicate the date for completion. It is your responsibility to check your syllabus daily – as due dates will not always be mentioned or discussed in class.

Workload Expectations
The AP & CCIHS Psychology curriculum is constructed to mirror that of a three credit general psychology course at the college level. One college credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade (C) in the course. Thus, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. This, of course, is a general guideline. The amount of time necessary outside of class varies greatly, and is dependent on both the individual and the letter grade sought.

Unit Exams
8 unit exams will be given each trimester. Part I of each exam will include 50 multiple-choice questions (selected from the current unit, previous units, and lecture material). Students will have 25 minutes to complete Part I. Part II of each exam will include one free-response question that is intended to evaluate the student’s ability to make connections among constructs from different psychological domains. Students will have 25 minutes to complete part II. Unit exams will be given during the first 50 minute of the scheduled exam period. The remaining 20 minutes will be used to introduce the next unit.

Myers Text Quizzes
Students in this course are fortunate to be studying from a textbook that is considered by most psychology instructors to be the most readable text on the market. David Myers writes in a way that is creative, meaningful, and easy-to-follow. Success in this course is highly dependent upon not only reading the assigned chapters in a timely manor, but also comprehending the material. The unit reading quizzes posted on the syllabus will consist of 10 multiple-choice questions.

Forty Studies That Changed Psychology Quizzes
This reader presents full-length descriptions of the most significant/historical studies in the science. These studies are relatively short and easy-to-read. It is essential that students read each study carefully, paying special attention to names, theories, and experimental processes. The quizzes posted on the syllabus will consist of 10 multiple-choice questions. This is a great supplement to the main text – providing much more detail on the most fascinating studies in our field.
The Norton Psychology Reader
This reader presents a section or chapter from a contemporary trade book in psychology that relates to our course content. While the Forty Studies book supplements the text with historical studies, this book gives students a glimpse of cutting edge issues in the field. In many cases these short readings allow students to get a sense of more current views relating to historic approaches presented in the main text. Students will be responsible for reading and presenting an overview of 1 the readings from the book. As an extra credit option students can read, compose, and present 1 additional essay.

Written Assignments/Activities
There will be a variety of written assignments, classroom activities, discussions, or projects that students will be required to complete throughout the school year on a daily/weekly basis. Activities/assignments will be relevant to the content that is being studied in class.

Vocabulary Terms
Students will be required to complete vocabulary terms. Each term will require the student to put the term into his/her own words and then write a sentence using the term, in a meaningful way that relates to his/her life. Students are asked to keep the vocabulary terms in their 1” binder per topic until they have taken the AP Test in May. CCIHS students should keep the terms until the end of the class.

Chapter Objectives
The purpose of the chapter objectives is to provide a more detailed critical thinking component to the homework. The chapter objectives are an outline of the key concepts in each unit of study that will help students relate the key concepts to each other.

Practice Tests
The main goal of the AP class is to ultimately pass the AP exam. By taking practice exams students will be able to get a better understanding of what is being asked and how to answer the questions. This also exposes students to additional content that may not be covered in the textbook as practice exams will come from a variety of resources to prepare students.

Grading Policy
Tests: 50% of grade
Quizzes: 20% of grade
Homework: 20% of grade
Project: 10% of grade

Grading Scale:
Students in the AP class or the CCIHS class will have the same grading scale when grades are submitted at the West De Pere High School. Students in the CCIHS course should see the UWGB grading scale for final grades.
Scholastic Misconduct & Academic Honesty Statement

Academic dishonesty in any portion of the academic work for this course shall be dealt with according to the guidelines set forth in the student handbook, and is grounds for awarding a grade of “F” for the course.

Scholastic misconduct is broadly defined as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.

Course/Companion Web-Site:

David Myers     http://bcs.worthpublishers.com/myers10e/
West De Pere Faculty     http://www.wdpsd.com/faculty/champ/index.cfm
AP Central     http://apcentral.collegeboard.com
UWGB     http://www.uwgb.edu/

Special Notes
The AP Exam is scheduled for Monday, May 5th at 12:00. The cost for the test is $89.

Extra Credit
As we progress through the units, if students are able to supplement any lesson with educational video clips that are humorous or entertaining (my favorite clips are from “King of Queens”, “Seinfeld”, and “Big Bang Theory”) students can receive extra credit (if I don’t already have the clip). Opportunities may arise during the school year as well for students. Additionally students are welcome to propose ideas to the instructor. Per Instructor consent only.
Tardies
One free! The second one is 5 minutes after class. On the third tardy an office referral will be given and the student will be given a ½ hour detention after school.

Bathroom/"Bubbler” Passes
Students have 10 minutes between classes to go to the bathroom and get something to drink. That is more than enough time. However, I understand emergencies do happen. Students will be allowed 3 passes for the trimester. Use appropriately.

Topics and Learning Objectives: 14 Units of Study
The amount of time spent on each unit is dictated by percentage goals of the multiple choice section of the AP Exam.

Unit 1: Prologue: The Story of Psychology

Day 1: Psychology’s Roots
A. Myers pgs. 2-6
B. Psychology’s Family Tree. Handout
E. Calkins, Mary Whiton. Experimental Psychology at Wellesley College. Article Selection # 3.
F. Watson, John. Psychology as the Behaviorist Views it. Article Selection # 2.
G. James, William. The Scope of Psychology. Article Selection # 1.
H. Review course syllabus & classroom expectations.
I. Magic Trick with envelope to head. Use to learn about students on first day.
J. Assignment—3 Squared. This is on Wundt, Hall, and James. In folder.

Day 2: Contemporary Psychology
A. Myers pgs. 6-14; Appendix A1-A5
B. Intro—handout 1-5 from AP Psych binder on current psychological perspectives.
C. Handout—The Outrageous Celebrity and the Crazy Celebrity and Psychology’s Perspective.
D. Lecture Topic & Handout: Careers in Psychology. See handout A-1 in the Appendix.
E. Assignment—Careers Assignment. Students will make an advertisement for two careers. In folder.
F. Guest Speaker—Trenton Sorenson from UWGB

Day 3: Story of Psychology
A. Jeopardy
B. Speed Dating Review. Use with any chapter.
C. 64 Questions Review Game. Use with any chapter.
D. Test Review (key terms, objectives, practice exams, & practice FRQ)

Day 4: The Story of Psychology: Test
**Unit 2: Thinking Critically With Psychological Science**

Day 5: The Need for Psychological Science
A. Review Story of Psychology Test
B. Myers pgs. 18-21
C. Critical Thinking Activity: The Limits of Human Intuition. Handout 2-1. BBE Resource Pack. See page 38
D. Classroom Exercise—in addition to the BBE limits of intuition, see page 3 in the AP Binder of unit 2—research methods. These are good opening demos.
F. Classroom Exercise on Overconfidence. Handout 7B-7 from Unit 7 in the AP Binder. See page 19 in unit 7B for the explanation on “telling the truth” or “telling a lie.”

Day 6: The Scientific Attitude
A. Myers pgs. 21-24
C. Active Psych. DVD 3 Program 12. Experience and Exercise: Generating New Brain Cells. Includes handouts.

Day 7: The Scientific Method
A. Myers pgs. 24-29
B. Guest Speaker: Mr. Heinke—“Updates from the Math Department.”
C. Critical Thinking Activity: The Wording of Survey Questions. Handout 2-8 (only make ½ as many copies as needed). BBE page 48 in Resource Pack
D. Classroom Exercise: Framing Decisions. Use in addition to activity C above. Handout 7B-8 from the AP Binder. See unit 7B page 19 for explanations.
E. Activity: Writing Experimental Hypothesis. Handout 2-10. BBE Resource Pack page 53
F. Classroom Exercise: Gender Differences in Smiling. Use this activity to discuss null hypothesis, alternative hypothesis, and operational definitions. Students will need to bring in a coed yearbook for their research. See the AP Binder page 20 of unit 9 for explanation.
H. Activity: Writing Operational Definitions. To show how definitions need to be precise, show them how terms can often be vague. For example, like slang terms. Have students define the correlation between age and “swag.” If Mr. Hamp gives no reading tonight, will he obtain “cool” status. Awe man, that car is “sick.” That song is “awesome.” That chick is “hot.” That teacher is so “uptight.” “sweet.” This can lead into a discussion of why we need operational definitions.
K. Assignment—Operational Definitions, null hypotheses, and replication. In folder.
M. Video Clip from Baraka—(Balinese Monkey Chat). The purpose is to have students observe the video but not interpret it as in naturalistic observation. See page 36 in the AP Binder unit 2 for explanation and classroom lesson. [http://www.youtube.com/watch?v=RkxuPxdsZ58](http://www.youtube.com/watch?v=RkxuPxdsZ58)

N. Activity—Predicting Student Behavior. In folder.

Day 8: Correlation and Causation
A. Myers pgs. 29-32
B. Marcus. Norton Psychology Reader. Darrell Huff. How To Lie With Statistics. For the assignment students need to provide 5 examples of how correlation ± causation. For example—people who have body lice produce good health.
C. Active Psych. CD 1. Scatterplots.
D. Active Psych. CD 1. Illusory Correlations. Power Point.
F. Psych Sim 5: Statistics—Correlation.
G. You tube. Homer Simpson and Illusory Correlation. “Much Apu about Nothing”. Season 7. See AP Binder in Unit 2 Research Methods page 21 for explanation. [http://www.youtube.com/watch?v=IckMC10c4t0](http://www.youtube.com/watch?v=IckMC10c4t0)

H. Correlation Charades: Have students write five correlations each. Have students get into groups and have them switch their correlations with another group. Have each person in the group act out (charade style) their correlation. Group members must decide if the correlations are positive or negative and whether the correlation is strong or not.
I. ACT—Scatterplots.

Day 9: Experimentation
A. Myers pgs. 32-35
C. You tube clip on the placebo effect from NHS choices [http://www.youtube.com/watch?v=wsFTgirKXHk](http://www.youtube.com/watch?v=wsFTgirKXHk)
D. You tube clip from big bang theory on the placebo effect. [http://www.youtube.com/watch?v=kt5pw3EwKLY](http://www.youtube.com/watch?v=kt5pw3EwKLY)
G. Handout: Random Sample, Population, and Assignment. Have students complete with a partner. Review

Day 10: Measures of Central Tendency and Variation
A. Myers pgs. 36-40
C. Active Psych. CD 1. Bowling For Statistical Significance.
D. Active Psych. CD 1. Measuring IQ.
E. Classroom exercise—for teaching histograms and skewed distributions. Using space and student bodies. AP Binder, unit 2 page 27.
F. Handout 2-9 from AP Binder. Presidents Ages at the time of Inauguration. Use to calculate measures of central tendency and variation.

G. Classroom exercise—When is a difference significant. (need pennies—in closet). Have students place a penny on its side standing up (it will stand on its side) then knock the table with a book. (don’t tell them but it will fall heads about 4/5 times). See AP Binder page 30-31 for more directions and explanations in unit 2.

H. Activity: Dice and the Bell Curve. Handout in folder.

I. Assignment—Statistics Practice quiz. In folder.


Day 11: Culture, Gender & Ethics
   A. Myers pgs. 40-44
   D. Debate: Should animals be used in testing or are ethics more important?
   E. The AP Binder on pages 32-33 has some great examples of culture differences and gender differences to share with the class.
   F. Handout 2-13: Tom the Dancing Bug. Use for ethics. White out the answers and have students fill in him/herself. Review. See AP Binder page 34 in unit 2 for explanation and handout.
   G. Assignment—IRB Board. Students will examine proposals for psychology experiments and either approve or not. In folder.

Day 12: Thinking Critically With Psychological Science
   A. Jeopardy
   B. Class Activity from Nancy Fenton. Research Methods and Measurements. Handouts and answer key included.
   C. Test Review (key terms, objectives, practice exams)

Day 13: Thinking Critically With Psychological Science
   A. Test
   B. Video: Lorenzo’s Oil. Handout video questions.

Day 14: Thinking Critically With Psychological Science
   A. Video: Lorenzo’s Oil.
   B. Video: Genie and the Wild Child. 56 minutes. BBE page 44 for explanation

Day 15: Thinking Critically With Psychological Science
   A. Online Video: Facilitated Communication. Prisoners of Silence. BBE page 49-50. Make sure to show proper segments and answer questions when appropriate.
   B. Test Review

(remove day 15 lesson and add it to the sensation chapter—show brain games instead)

Unit 3: The Biology of the Mind & Nature, Nurture, & Human Diversity

Day 16: Neural Communication & Neurotransmitters
   A. Myers pgs. 48-55
   B. Jacobs, Barry. Serotonin, Motor Activity and Depression-Related Disorders. Article Selection # 7.
C. Activity on neurons –Mad Mad Neuron
   http://learn.genetics.utah.edu/content/addiction/reward/madneuron.html
D. Teaching Tips (on cd): Activity 5: The Neuron Dance
E. Cooperative Learning Activity: The Model Neuron. Students will build a model
   neuron to learn about its structure. (need play-doh). See page 123 in Blair-Broeker &
   Ernst Teachers Resource Materials.
F. Activity: Using dominos to illustrate the all or none principal (see page 125 in the
   Thinking About Psychology resource pack or page 3 in unit 3A in the AP binder.
G. Psych Sim 5: Neural Messages.
H. Classroom Demo: Mental Chronometry and Speed of Neural Transmission (handout).
   Aka—the hand squeeze game.
I. Teaching Tips (on cd). Activity 6: Neurotransmitter Skits (need paper bags)
J. You tube—clip on neurons and neurotransmitters and how affected by marijuana and
   alcohol
   http://www.youtube.com/watch?v=oeF6rFN9org&feature=player_embedded
   http://www.youtube.com/watch?v=vkpz7xFTWJo
K. Video: Awakenings. (shows the effects of Parkinson’s Disease). See AP Binder page 6 in unit
   3A for clips to show.
L. Neural speed game. The dropping of a dollar bill. See page 7-8 in the AP Binder unit
   3A. Shows how it takes longer to process information.
M. Active Psych: Nerve Cell Demo and Neural Communication.
N. Assignment—Neurotransmitters. In biology folder.

Day 17: The Nervous System & Endocrine System
A. Myers pgs. 55-60
B. Thinking Critically (on cd). Module 4. (In addition to describing the glands in part 1
   of the assignment, have students explain what would happen if each gland were too
   active or not active enough).
C. Handout: Comparison of the Nervous and Endocrine System.
D. Nervous System: Video for Kids. 4 minute video clip on brain review and nervous
   system.
   http://www.youtube.com/watch?v=sjyI4CmBOAO
E. Video clip to discuss the pituitary gland. Worlds tallest man meets the worlds
   smallest man. 40 seconds.
   https://www.youtube.com/watch?v=bzOubYi7EV4

Day 18: The Brain: Scanning & Older Brain Structures
A. Myers pgs. 61-69
B. Olds, James. The Central Nervous System and Reinforcement of Behavior. Article
   Selection # 6.
   included.
D. 50 First Dates trailer. Use with discussing the hippocampus.
   http://www.youtube.com/watch?v=ErjP5xMTc8I
E. You tube video clip on the medulla oblongata from Waterboy
Day 19: The Cerebral Cortex

A. Myers pgs. 69-76


F. Active Psych. CD 1. Name That Brain Damage. Power Point Demo

G. Handout: The Brain Game. Has different scenarios to identify.

H. Video clip of pinky and the brain on parts of the brain
   http://www.youtube.com/watch?v=Li5nMsXg1Lk

I. Create a Brain Song. Handout included.

J. Motor Cortex Demonstration: Try moving your right hand in a circular motion, as if polishing a table. Now start your right foot doing the same motion synchronized with the hand. Now reverse the foot motion (but not the hand). Tough, huh. But easier if you try moving the left foot opposite to the right hand. The left and right limbs are controlled by opposite sides of the brain. So their opposed activities interfere less with one another.

K. Demo: tape two sheets of 11x17 sheets of paper together. Show it to the class and explain that this represents the size of the surface area of the cerebral cortex. Then crumble it up like a brain.

L. Handout: 3B-2 from AP Binder. Answer key is on page 5 in unit 3B. Students need to list what the different parts of the brain do while driving a car.

M. Psych Sim 5: Brain and Behavior.

N. Classroom Exercise: The Sensory Homunculus. AP Binder page 12 in unit 3B.


P. Video Clip on Broca’s area and aphasia. 2 minutes. http://www.youtube.com/watch?v=f2IiMEbMnPM

Q. Video clip: the man with no brain. In psychology folder on gmail from brandt.

Day 20: The Divided Brain
Day 21: Behavior Genetics

A. Myers pgs. 128-139
B. Class Activity--Hock. Are You a Natural? Pgs. 18-26. Read/Discuss & Quiz
G. Technology Application: Mendel, The Game. biologica.concord.org/webtest1/web_labs.htm BBE Resource pack page 569
H. Classroom Exercise: Genetic Factors. See AP Binder unit 3C page 3 for examples and a demonstration of recessive and dominant genes.
I. Classroom Exercise: Striking Similarities. Handout 3C-2 from the AP Binder. Use with similarities between average people and twins reunited. See unit 3C page 5 for explanation in the AP Binder.
J. Video: Gattaca and “Designer Babies”. Use the video to show the idea of molecular genetics and debate if we should have “designer babies” or not. See page 9 in unit 3C in the AP Binder for video explanation and the clip to show.
K. Classroom Exercise: EAS Temperament Survey. Handout 9-9 from the AP Binder. See page 15 in unit 9 in the AP Binder for the explanation.
L. Lecture/Discussion Topic: Turner’s Syndrome, The Double Y Syndrome, Kleinfelter’s Syndrome, and the Fragile X Syndrome. See the AP Binder unit 9 page 22-23 for discussion.
N. epigenetics of identical twins. 5 minutes.
Day 22: Evolutionary Psychology & Cultural Influences
A. Myers pgs. 139-154
H. Debate: Nature vs. Nurture
I. Psych Sim 5: Mind-Reading Monkeys
J. Psych Sim 5: Dating and Mating
K. Video: Antz. Use the video clip to show the difference between collectivists and individualists cultures. See page 34 in the personality unit of the AP Binder for explanation.
L. Activity: Individualism vs. Collectivism. See page 35 in the AP Binder of the personality chapter for explanation.
M. You tube video. Budweiser ad—Leon interview. “there aint no I in team”. Use to discuss individualist vs. collectivists cultures. https://www.youtube.com/watch?v=3BkIh1R5utY

Day 23: Gender Development
A. Myers pgs. 154-163
B. Hock. Masculine or Feminine…Or Both? Pgs. 199-209
C. Maccoby, Eleanor. Gender and Relationships: A Developmental Account. Article Selection #32
D. Handouts 21-7 and 21-8: Culture & Gender. BBE Resource pack. Page 605
E. You tube video clip—Seinfeld. Jerry has a man purse or European carry all http://www.youtube.com/watch?v=mKRbEPbIiE
F. Seinfeld episode—“The Contest”. You tube. For sexuality differences. http://www.youtube.com/watch?v=cAvANRcGCDM
G. You tube clip on sexuality perspective from an evolutionary standpoint. From the big bang theory. http://www.youtube.com/watch?v=iHROHQNjMXE
H. Classroom Exercise: Mate Preferences. See page 13-14 in AP Binder unit 3C for exercise. Can also handout 3C-4 as well.

Day 24: Biology of the Mind & Nature, Nurture, & Human Diversity Test
A. Jeopardy
B. Zombie Apocalypse! Use to review the parts/functions of the brain. Handouts in folder.
C. Brain Party! Use to review different functions of the brain. Handouts in folder.
D. Test Review (key terms, objectives, practice exams)

A. Test (this test will be longer because it’s a combined unit)
**Unit 4: Consciousness & The Two-Track Mind**

**Day 26: Consciousness, Selective Attention, & Biological Rhythms**

A. Biology of the Mind—Test Review
B. Myers pgs. 85-93
C. Video Clips—Change Blindness
   
   - [http://www.youtube.com/watch?v=vBPG_OBgTWg](http://www.youtube.com/watch?v=vBPG_OBgTWg)
   - [http://www.youtube.com/watch?v=mAnKvo-fPs0](http://www.youtube.com/watch?v=mAnKvo-fPs0)
   - [http://www.youtube.com/watch?v=ubNF9QNEQLA](http://www.youtube.com/watch?v=ubNF9QNEQLA)
   - [http://www.youtube.com/watch?v=voAntzB7EwE](http://www.youtube.com/watch?v=voAntzB7EwE)
D. Video Clip—Selective Inattention
   
E. Active Psych—The Hollow Face Illusion. Discuss parallel processing vs. sequential processing
G. Classroom Exercise: Mindful Attention Awareness Scale. Handout 4-4 from the AP Binder. See page 6 in unit 4 for explanation. You could hand this out before watching the Brain Games or the other change blindness clips and see if students are accurate in their personal assessments.
H. Classroom Exercise: Field Dependence and Independence. Use for selective attention. Handout 4-5 from the AP Binder. See explanation on page 6 in unit 4 in the AP Binder. Put field independent and field dependent notes on the board to describe each.
I. Student Project: A Penny for Your Thoughts. This is a fun project to check for thoughts. See AP Binder pages 3-4 in Unit 5.

**Day 27: Sleep Stages, Theories, Disorders, Dreams, & Hypnosis**

A. Myers pgs. 94-112
B. Hock. To Sleep, No Doubt to Dream. Pgs. 41-48
E. Freud, Sigmund. The Dream as a Wish Fulfillment. Article Selection # 11.
F. Warm up: Handout 8-1. The Sleep IQ Test. See BBE pg. 245
G. Intro Exercise: Sleep and Dream Questionnaire. Handout 5-2 from AP Binder. See pages 3-4 in AP Binder unit 5 for answer key.
H. Active Psych. CD 1. EEG and the Stages of Sleep.
I. Active Psych. Lark or Owl. Power Point. Includes Handouts. Also handout 8-3—Lark or Owls? See pg. 248 in BBE.
J. Activity: Sleep Deficit Scale. Handout 8-5. See pg. 250 in BBE or handout 5-6 from the AP Binder—Am I Sleep Deprived. See page 8 in AP Binder for key.
K. Classroom Exercise: Sleepiness Scale. Handout 5-7 in AP Binder. See page 9 in unit 5 for key.
L. Psych Sim 5—EEG and Sleep Stages. Handouts.
M. Activity: Dreams and Problem Solving. Handout 8-11. See pg. 256 in BBE.
N. Activity: Sleep Strategies. Handout 8-13. See pg. 258 in BBE.
O. Video clips on narcolepsy
1. http://www.youtube.com/watch?v=LbmbQkX7czo&feature=related
3. http://www.youtube.com/watch?v=-zVCYdw-r1o

P. ACT—Sleep Stages.

Day 28: Drugs & Consciousness

A. Myers pgs. 113-126
B. Hock. Acting As if You Are Hypnotized. Pgs. 55-64
C. Handout 5-14 from the AP Binder. Internet Addiction. See page 19 in unit 5 for key
D. Spiders on drugs http://www.youtube.com/watch?v=sHzdsFiBbFc
E. Type in mouse party on google. Handout the Mouse Party. In folder. http://learn.genetics.utah.edu/content/addiction/drugs/mouse.html
F. Psych Sim 5 Tutorial. Your Mind on Drugs. Meyers online text. Handouts
G. Active Psych. CD1. Alcohol Progression through the Brain.
H. Demo—Get the alcohol glasses from officer Dubois to demonstrate the ability/ inability to control balance and coordination.
I. Active Psych. The Brain’s Reward Center.
J. Warm up: Handout 9-1. Fact or Falsehood. See pg. 281 in BBE.
K. Warm up: Handout 10-1. Fact or Falsehood. See pg. 310 in BBE.
L. Debates on Drugs. Topics include: Should drugs be decriminalized, should marijuana be legalized for medicinal purposes, is drug addiction a choice, are too many children receiving Ritalin.

M. ACT on Drinking and Effects. In folder.

Day 29: Consciousness & The Two-Track Mind

A. Jeopardy
B. Test Review (key terms, objectives, practice exams)

Day 30: Consciousness & The Two-Track Mind

A. Test

**Unit 5: Developing Through the Lifespan**

Day 31: Conception, Prenatal Development, & the Newborn

A. Nature, Nurture, & Human Diversity Test review
B. Myers pgs. 166-172
D. Handout—Assignments for Activity Day. Students need to make a connection or link to at least 3 of the terms for the assignment in their presentations.
E. Classroom Discussion: What is the Ideal Age? See AP Binder unit 9 page 7 for an explanation.
H. Activity: Infant Habituation and Dishabituation—A Balloon Magic Trick! Cool activity to show that we know habituation takes place (need balloons). Handout in folder.
I. Active Psych. From Conception to Birth.
J. Active Psych. Prenatal Brain Development
K. Active Psych. Segment 4. Fetal Development. Handouts
L. You tube—Looks Who’s Talking. Where the sperm and egg unite
   http://www.youtube.com/watch?v=65BV5dXXzM
M. Video: Life’s Greatest Miracle. The video shows inside the womb video from conception and prenatal development. See the AP Binder in Unit 9 page 8 for explanation. The website is
   www.pbs.org/wgbh/nova/miracle/program.html
N. Psych Sim 5: Conception to Birth. Use to discuss conception to birth.

Day 32: Infancy & Childhood—Physical & Cognitive Development
A. Myers pgs. 172-182
B. Hock. Out of Sight, but not Out of Mind. Pgs. 134-142
E. Handout 11-8: Intellectual Development
H. Active Psych. The Scale Errors. Handouts
I. Psych Sim Tutorial. Cognitive Development. Meyers online textbook
J. Active Psych. Piaget and Conservation
L. Active Psych. Segment 8. Piaget’s Conservation of Liquid Tasks
M. Activity: Egocentrism. Students can use these additional questions to ask kids. See the AP Binder unit 9 page 10.
N. Activity—Assimilation and Accommodation—Musk life savers. In folder.
O. Object Permanance: Family Guy
   http://www.youtube.com/watch?v=DmggsuJvxuI
P. Theory of Mind. 8 minutes.
   http://www.youtube.com/watch?v=TJkJk6nrlCA&feature=related
Q. The Rouge Test. Shows how kids eventually begin to recognize themselves around 18 months of age—that they actually exists. 2 minutes.
   http://www.youtube.com/watch?v=cTP01Wbsh0E&feature=related

Day 33: Childhood Social Development
A. Myers pgs. 182-190
B. Hock. Discovering Love. Pgs. 126-134
C. Ainsworth, Mary. Infant-Mother Attachment. Article Selection #31.
D. Handout 11-4: Developmental Landmarks
E. Video clip on you tube—harry harlow scaring a monkey
   http://www.youtube.com/watch?v=fg9QCeA4FJs
F. Debate—parenting classes should be a graduation requirement.
G. Active Psych. The Strange Situation and Attachment. Handouts
Day 34: Adolescence—Physical, Cognitive, Moral, & Social Development

A. Myers pgs. 190-200
B. Hock. How Moral are You? Pgs. 142-150
C. Handout 12-2: Charting Developmental Issues
D. Handout 12-5: Identity Status Questionnaire.
E. Handout 12-6: Historical Perspectives on Adolescence
F. Activity: Erick Erikson’s Psychosexual Stage—“Identity vs. Role Confusion.” Have students write down the craziest thing they have ever done and place them anonymously in a bucket. Some of them will be silly while others scary and disturbing. Then, read them to the class and discuss how this fits in with Erikson’s “Identity vs. Role Confusion” stage. How does it relate to your identity development? Was there a crisis?
G. Activity: Erik Erikson Psychosocial Stages. Have students come up with their own mnemonics to try to remember the different stages. For example, Intimacy vs. Isolation could be “Will I ever Get Married” or “Will I find a Partner” or will I be the “Creepy Old Cat Lady”.
J. In small groups, have students create a scenario in which moral judgments must be made. Have one person write out the scenario and make a copy for each group. Consider how people belonging to different age groups will respond to the scenario. Then have one member read the scenario to a child, an adolescent, and an adult, and record their responses. Evaluate the responses and compare them with Kohlberg’s levels and stages of moral development.
K. Active Psych. Adolescent Brain Development.
M. Psych Sim 5: Who Am I. Helps to review Erikson’s and Marcia’s stages of development.
N. Assignment—Kohlberg’s Stages of Moral Development. Six scenarios. In folder.
Day 35: Adulthood—Physical, Cognitive, Social Development & Death
A. Myers pgs. 201-214
B. Handout 13-3: Lifespan Development on the Decades
C. Thinking Critically (on cd). Module 13: The Problems of Aging (lab)
D. Handout 13-7: Life/Values/Goals Inventory
E. Handout 13-9: Thinking about Death
F. Activity: The Bucket List. See page 399 in Thinking about Psychology pack.
G. Teaching Tips (on cd). Activity 27: Death: An Ending or a Transition
H. Active Psych. DVD 2 Segment 23. The Development of Tangles and Plaques in Alzheimer’s Disease. (includes handout).
I. Active Psych. DVD 2 Segment 24. Can The Immune System be Used to Combat Alzheimer’s Disease? (includes handout).
K. Video clip from you tube on 5 stages of death
   http://www.youtube.com/watch?v=W8NcJLyyDXWw
L. Video clip—what is that. Good clip on aging. In file on brandt gmail in psychology folder.
M. The simpsons—one fish, two fish, blow fish. Use for death and dying. Use dvd

Day 36: Developing Through the Lifespan (omit day and add to S&P)
A. Activity Day—students can present either “show and tell”, conservation video clips (that they filmed), gender toys, parent interviews, other…split up evenly
B. Activity: Birthday cards and aging. Use to discuss viewpoints about aging. See the AP Binder page 34 of unit 9 for explanation.
C. Psych Sim 5: Signs of Aging.
D. Film: Tuesdays With Morrie. Video to use with discussion of life-span development and ALS.
E. Student Project: Preparing an Obituary. Need newspapers. See the AP Binder page 40 of unit 9 for explanation.
F. Classroom Exercise: Personal Stability and Change. See the AP Binder page 41 in unit 9 for explanation.

Day 37: Developing Through the Lifespan
A. Jeopardy
B. Test Review (key terms, objectives, practice exams)

Day 38: Developing Through the Lifespan
A. Test

Day 39: Autism
A. Video: Temple Grandin
B. Handout Temple Grandin and autism video guide
C. Video Clip: Ted Talks with Temple Grandin. You tube. Great to show after the video

Day 40: Autism
A. Video: Temple Grandin
B. Developing Through the Lifespan—test review

Unit 6: Sensation & Perception (Add a day to this unit)
Day 41: Thresholds & Sensory Adaptation
A. Myers pgs. 216-226
C. Synthesizing Information: Tell students to create a short story, a mini play, or a comic strip that demonstrates the following four concepts: absolute threshold, difference threshold, signal-detection theory, and sensory adaptation. Be sure to use your imagination but also depict the concepts in a meaningful way.
D. Active Psych: The Hollow Mask Illusion. Use to show top down and bottom up processing.
E. Activity: Top Down vs. Bottom Up Processing. Prior to the start of class make a beverage concoction. You could use lemonade then add a bunch of food coloring. You could tell students that this is your specialty drink, which is not true of course. You can even make up a name. Give the students a taste of the drink and have them write down what they think is in the recipe. Collect the anonymous recipes. They usually are relative to what the color is—for example, red is strawberry or watermelon, blue is raspberry or blue moon, etc. This is a great way to show top-down processing (seeing a blue drink you think its raspberry) and bottom up processing (tasting that it is lemonade). Great activity to show what we perceive is often not what we sense.
F. Classroom Exercise: A Scale to Assess Sensory Processing Sensitivity. Handout 4-3 from unit 4 in the AP Binder. See page 4 in unit 4 for the explanation and key.
G. Demo: to show absolute threshold, put a dot on the wall or make a ticking noise on your phone. Have students slowly approach the dot or the sound until they can sense it, 50% of the time. This is our absolute threshold, which can change as our sensitivity to the sound or dot changes.
H. Classroom Exercise: Weber’s Law. Put two quarters in one envelope and one quarter in another envelope. Ask a volunteer which is heavier (they should easily get it right). Then put the envelopes in shoes and ask them to guess which is heavier (they should have no clue) b/c difference thresholds grow with the magnitude of the stimulus.
I. See page 13 in unit 4 of the AP Binder for additional examples of weber’s law. Could also put them into the power point.
J. Classroom Exercise: Perceptual Set. 2 examples to use in the AP Binder pages 45-46 in unit 4.
K. Classroom Exercise: Context and Perception. This is a funny example of how context influences our perception. See AP Binder pages 48-49 in AP Binder unit 4.
L. Difference Threshold Demo: Get a 2 Liter of Coke, Pepsi, and an off brand of Cola, Have students try to identify which is the correct type of pop. Can you notice a difference? Discuss difference threshold and how having a smaller difference threshold allows you to perceive the difference between objects better, whereas having a larger absolute threshold allows you to detect more.

Day 42: Vision & Information Processing
A. Myers pgs. 226-234
C. Active Psych. Color Sensation.
D. Video—Brain and Perception. [http://www.youtube.com/watch?v=JiTz2i4VHFw](http://www.youtube.com/watch?v=JiTz2i4VHFw)

E. Demonstration—to demonstrate the blind spot to students, have them draw 2 circles about the size of a dime, about 4 inches apart on a piece of paper. Tell them to hold the drawings at arms length, cover their left eye, and stare at the circle on the left with their right eye. Then have them slowly move the drawing towards their face until the circle on the right vanishes. Reverse.

F. Video clip from the blue man group on rods and cones [http://www.youtube.com/watch?v=7vxicX3Idyw](http://www.youtube.com/watch?v=7vxicX3Idyw)

G. Demo: Rods and peripheral vision—Focus on a spot in front of you and have a friend hold a different colored pen/pencil in your peripheral vision. You will find that you will not be able to determine the color of the pen/pencil until it gets closer to the center of your vision. This is because you fovea, which is an indentation in the center of the retina contains the highest concentration of cones, where the rods are in the retinas outer layer of cells.

H. Demo: Lens—Hold up one finger in front of you and focus on it. Now, change your focus and look at the wall behind your finger. Then look at the finger again. You should be able to feel the muscles changing the shape of your lens as you switch your focus.

I. Demo: Retina. Your retina contains about 130 million cells that send information to your optic nerve (cells=cones, rods, bipolar, and then ganglion cells). These cells are very sensitive. The show that even a small amount of pressure can be interpreted as firing as light, do this. Turn your eyes to the left, close them. Now gently rub the right side of your right eyelid with your fingertip. You should see a patch of light to the left—the normal direction of light that activates the right side of the retina.

J. Draw a picture of the human eye and label, color, and describe the different parts.

K. Demo for the pupil—with the lights on—brighter the better, have students take out a small sheet of paper and poke holes in it with their pencils or pens. Then have students bring the paper towards their eyes. It should act as a small magnifying glass. The pupil has become smaller and focuses better. Also tell students that little pupils =boredom and large pupils = excited! So I know if you are paying attention. Shows levels of excitededness.

L. Iris Demo—Turn the lights off. Have students look into a partners eye. Turn the lights back on. The iris will adjust the size of the pupil. Similar to when our eyes are dilated.


N. Classroom Exercise: Locating Retinal Blood Vessels. (have students bring in a flashlight). See page 14 in the AP Binder unit 4 for explanations or print them off so they can read and do it themselves.

O. Psych Sim 5: Colorful World. Use for trichromatic and opponent process theory.

P. Video: At First Sight (the clip is 10 minutes). Use for visual agnosia. See AP Binder page 44 in Unit 4 for explanation.

Day 43: Visual Perception & Organization—Illusions (the AP Binder has good explanations for many of the illusions)

A. Myers pgs. 234-243

B. Hock. What You See is What You’ve Learned. Pgs. 35-41
D. Koffka, Kurt. Perception: An Introduction to the Gestalt-Theory. Article Selection #
9.
E. Handout Perception Project: Sign up for the computer lab for today.
F. Active Psych: Watch out for the Visual Cliff
G. Demonstration—to show retinal disparity, focus on an object in the distance. Now
raise your arm in front of you and hold up one finger. While still focusing on the
distant object, close the left eye, then open it, then close the right eye. Note—the
finger seems to jump to the right. However, if you focus on the finger instead of the
distant object and again close one eye at a time, something different happens—the
distant object moves.
H. Demo—retinal disparity—have students hold two index fingers about a ½ inch apart
in front of their nose. Have students close one eye, then the other. The image will be
displayed differently. The closer the finger is to you eyes, the greater the disparity,
which shows depth. To prove that, move your fingers farther away from your eyes
and repeat. You will see less disparity.
I. Demo: Retinal Disparity and the floating finger sausage—put your two pointer
fingers pointing towards each other with about a 2 inch gap at arms length. Now stare
at the wall above your fingers. You will see the floating finger sausage. Pretty cool.
J. Binocular Cue Demo—to show convergence have students put one finger out in front
of them and bring it towards their nose. They should feel their eyes converge,
showing depth.
K. Binocular Cue Demo—Similar to ring, simply have students hold one finger or two
pencils out in front of them. With both eyes open, touch the finger held out in front of
you with a finger on the other hand. Then do the same thing but this time with one
eye closed.
L. Binocular Cue Vision Demo. See page 40 in AP Binder. Have students roll a piece of
paper into a tube form. Now put the tube up to your right eye. Look through it with
both eyes open. Now put your left hand up beside the tube and continue to focus
ahead. The images received by the two eyes will fuse and the hole in the tube will
appear to be in the students hand!
M. Activity: Depth Perception: Tennis Ball Demo. Handout 7-5. See BBE resource pack
page 208 for explanation. Need tennis balls.
N. Activity: Autostereograms (Retinal Disparity). Handout 7-6. See page 208-209 in
BBE resource pack.
O. Binocular Depth Cues—Demo—To show that depth perception uses two eyes, use
the ring experiment. Have students come to the front of the room, stand arms length
away from the ring, and put a pencil through it. Then have them close one eye and do
it again. They usually miss.
P. Classroom Exercise: Perceived Distance and Perceived Size. See page 41-42 in the
AP Binder unit 4 for 2 examples on these cues.
Q. Classroom Exercise: Binocular Disparity and Size Constancy. See AP Binder page 42
in unit four for explanation and example.
R. Handouts--# 5, 10, 19, 6
S. Active Psych. The Ponzo Illusion.
T. Active Psych. Some Visual Illusions.
W. Bill Nye illusion http://www.youtube.com/watch?v=WvVfcyVCdNA
Z. Activity: Movement Aftereffects Illusions. Handout 6-6 or use Active Psych. See page 172 in BBE for explanation of illusion.

Day 44: Hearing
A. Myers pgs. 243-248
B. Music: Good Vibrations by the Beach Boys. Use to discuss physical stimulus and sound waves.
C. Active Psych. The McGurk Effect.
E. Have students draw and label the human ear. In addition, have them describe the functions.
F. Activity: Locating Sounds. Need a 4 foot long flexible plastic tube or hose. See page 175 in BBE for explanation.
G. Demonstration Activity: Nystagmus (Vestibular Sense and Vision). See page 181 in BBE resource pack for explanation.

Day Added: Video: Brain Games. Watch This. Use to discuss sensation and perception. Handout video guide questions.

Day 45: Touch, Pain, Taste, Smell, Kinesthesis, Vestibular Sense, & ESP
A. Myers pgs. 248-261
B. Music: Bittersweet Heart by Soul Asylum. Use to discuss the chemical senses and taste and smell.
C. For sensitivity to touch have a student sit in front of the room with their eyes closed and touch them on the skin with a q-tip. Ask them to identify where they were touched. Then touch them in 2 places and ask them to identify. They should only be able to identify the area that is most sensitive. Example nose and back. Also try touching them in 2 sensitive spots close together, such as the nose and two non-sensitive spots, such as their back and see if they detect them both—shouldn’t be able to for the non-sensitive spot.
D. Activity: 2 Point Thresholds. Need toothpicks and a small ruler. See page 180 in BBE resource pack for explanation.
F. Handout #35—the interaction of taste and smell to create flavor. (need jelly beans) (can also get paper strips for a taste test)
G. Handout #36—testing sense of smell with scratch and sniff. (need a variety of scratch and sniff pieces)


P. Activity—ESP Trick—Mental Telepathy. See page 219 in BBE resource pack.


Day 46: Sensation & Perception
A. Jeopardy
B. Test Review (key terms, objectives, practice exams)

Day 47: Sensation & Perception
A. Test
B. Distorted Olympics (could also do after final exam). See the handouts in the folder. Will need to get distorted goggles, mini basketball hoop with ball, putting green from home, mini bowling ball and pins, jar and clothes pin, mini hockey net and hockey stick. Class competition!!! Create a new sheet similar to one in folder but for new games I added.

Unit 7: Learning

Day 48: Classical Conditioning & Pavlov’s Experiment
A. Myers pgs. 264-270
B. Hock. It’s Not Just About Salivating Dogs. Pgs. 64-71
C. Pavlov, Ivan. Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex.
D. Handout 14-2: Conditioning the Eye Blink (have students pair up and bring in 2 tall skinny glasses and a spoon).
E. Activity: Preparing for an Important Event (need balloons and a needle). Pg. 427 in Thinking about Psychology pack—BBE.
G. Assignment—Labeling the components of classical conditioning. In folder.

Day 49: Classical Conditioning Applications
A. Myers pgs. 270-275
B. Hock. Little Emotional Albert. Pgs. 71-77
E. You Tube Clip from King of Queens—Arthur is conditioned to answer the phone

G. Video Clip—you tube from the office on classical conditioning
   a. http://www.youtube.com/watch?v=WfZfMIHwSkU

H. Thinking Critically (on cd). Module 14: Little Albert Reconditioned (lab)

I. Jaws! Demonstrating Classical Conditioning. Activity 1.1

J. Classroom Exercise. Testing of classical conditioning. (Need a can of sweetened lemonade powder. Could also get a “Lik-m-aid” from “Fun Dip” can for fun but not necessary). Students will be conditioned to salivate to a teacher command. See page 4 in unit 6 from the AP Binder for instructions.


L. Psych Sim 5: Classical Conditioning

Day 50: Operant Conditioning & Skinner’s Experiments

A. Myers pgs. 275-277

B. Hock. Knock Wood. Pgs. 77-84


D. Active Psych. The Research of Carolyn Rovee-Collier: Learning and Memory in Preverbal Infants. Handouts—also on worth video anthology series.


F. Activity 25 or 40. Shaping through operant conditioning

G. Handout #7 on observational/trial and error learning

H. You Tube—Super Nanny. Use to show behaviors and models of changing them.
   Handout in folder on Supennanny—the Minyon Family and analysis.

I. Video: Worth Anthology Series. #127 Thorndike, #124 BF Skinner, #125 operant conditioning. Discussion questions.


Day 51: Operant Conditioning—Reinforcers, Schedules of Reinforcement, Punishment, & Applications

A. Myers pgs. 277-284


C. Psych Sim 5 Tutorial. Operant Conditioning. Handouts

D. Video clip on positive reinforcement from the big bang theory
   a. http://www.youtube.com/watch?v=JA96Fba-WHk

M. Examples of operant conditioning in a fun way
   a. www.thefuntheory.com

N. Handouts: ACT and schedules of reinforcement

O. Handouts: Operant Conditioning Consequences Part 1


Q. Classroom Exercise: Consideration of Future Consequence Scale. Handout 6-4 from the AP Binder. See page 13 in unit 6 for explanation. Use this with delaying gratification or immediate reinforcement.
Day 52: Biology, Cognition, & Learning

A. Myers pgs. 285-290
D. Give students a selection of locations with which they are all familiar, such as the school, library, baseball field, for example. Challenge students to draw a cognitive map of the site. Invite students to compare and contrast their pictures/maps.
F. Film: Mr. Holland’s Opus. Activity for intrinsic and extrinsic motivation. See BBE page 770 for clip to show.
H. Active Psych. Intrinsic and Extrinsic Motivation.

Day 53: Learning by Observation

A. Myers pgs. 290-295
B. Hock. See Aggression…Do Aggression. Pgs. 84-93
D. Psych Sim 4 Tutorial—Maze Learning. Chapter 8 Meyers Textbook
E. Analyze one advertisement each from television, magazine, and the internet, focusing on the values presented in the ad—the observational learning they offer. What might you learn from observing various media? What are some pros and cons of the media?
F. Video clip on observational learning—children see children do http://www.youtube.com/watch?v=KHi2dxSf9hw
I. Thinking Critically (on cd). Module 16: Prosocial and Antisocial Role Models (lab)
J. Activity: Acquiring a Skill through Observation. Pg. 469 in Thinking about Psychology Pack.
K. Psych Sim 5: Monkey See Monkey Do
L. Classroom Exercise: Gender Roles in the Home. Use to discuss social learning theory and gender identity. See the AP Binder page 24 in unit 9 for explanation.

Day 54: Learning

A. Jeopardy
B. Review Assignment—Your turn to be Pavlov, Skinner, Tolman, and Bandura. In folder.
C. Test Review (key terms, objectives, practice exams)
D. Student Project: Modifying an Existing Behavior. See page 23 in the AP Binder unit 6. This would be an individual project where students would have to monitor his/her own behavior. Could be very worthwhile and a good learning experience.
Day 55: Learning
   A. Test
Day 56: Review Learning Test & Study Day (computer lab—Myer’s practice quizzes, website study links, notecards, etc.). Ask students what would be most beneficial for them.
Day 57: Study Day
Day 58: Study Day
Day 59: Final Exam—Units 1-7. Multiple Choice Only. 100 questions. Could also move up 1 day and do Distorted Olympics on the last day of class for fun.
Day 60: Final Exam Test Review—Units 1-7

**Unit 8: Memory, Thinking, & Language (Cognition)**
Day 61: Studying Memory: Information Processing & Encoding
   A. Myers pgs. 298-309
   D. Tulving, Endel. What is Episodic Memory. Article Selection # 19.
   E. Peterson and Peterson. Short Term Retention of Individual Verbal Terms. Article Selection # 18.
   F. Shriffrin and Atkinson. Storage and Retrieval Processes in Long-Term Memory. Article Selection # 17.
   H. Application Activity: The Self-Reference Effect. BBE page 633-634
   I. Demonstration: Find a student who you think you can implant a memory into. Ask them to leave the room and run an errand. When they are gone, tell the class what I am doing so they can be in on it. For example, if I send a junior out of the class, you could make up a story about that class taking an 5th grade field trip somewhere or something happening to their teacher, etc. Try to make the student believe this actually happened. Debrief at the end of the unit when you discuss Elizabeth Loftus.
   J. Activity 2.1 Short Term Memory
   K. Psych Sim 5: Short Term Memory
   L. Active Psych. Learning and Memory. Levels of Processing.
   M. Application Activity: Meaningful Chunks. BBE page 635.
   N. Video Clip—You tube from Kevin James telephone rhythm & King of Queens
      http://www.youtube.com/watch?v=iZfu-MtDsX0
      http://www.youtube.com/watch?v=e_B40_WXDoQ
   O. After discussing the 3 types of memories, have students create a mnemonic device (a device such as a pattern of letters, ideas, or associations that assist in remembering something. Handout #25, and also pages 636-637 from BBE. Have students create their own mnemonic device or keyword phrases for terms for this chapter. Share.
   P. Application Activity: Memory Capacity (The Magic # 7—plus or minus 2). BBE pages 638-639.
R. Warm up—to discuss what automatic processing and effortless processing have students write down a scrap paper what they did yesterday or even earlier today. They should be able to recall easily—this learning is difficult to turn off, it just happens.
S. Activity: Meaning and Memory. Use with deep processing and semantic encoding. See page 8 in unit 7A of memory for idea and example.

Day 62: Memory Storage & Retrieval
A. Myers pgs. 308-318
B. Music: Thanks for the memories by Bob Hope. Use to discuss memory.
C. You tube video clip from King of Queens—Doug Fakes a Heart Attack
   http://www.youtube.com/watch?v=ls0blb6D27w
E. Active Psych. Learning and Memory. Retrieval—A Journey into Memory.
F. Application Activity: Retrieval Cues. Handouts 22-6a and 22-6b. BBE page 640.
G. Demo—The Serial Position Effect—Recalling the Names of U.S. Presidents. BBE page 631.
H. Rehearsal activity: Remembering the 12 Days of Christmas. See AP Binder page 7 in unit 7A of memory for explanation.
I. Active Psych. Learning and Memory. Serial Position Effect.
K. You tube: Gunther Karsten. He was the world memory champion. See page 5 in the AP Binder of unit 7A memory.
L. You tube Ben Pridmore. He set a world record for memorizing cards. Can also test a student to see how they do first. http://www.youtube.com/watch?v=Yp9qF-SjJ2k
M. Activity: The Pollyanna Principle. Use this activity to show how memory is linked with emotions and feelings, specifically how we will remember more pleasant items than unpleasant. See page 17 in the AP Binder of unit 7A of memory.
N. Video: National Geographic. Remember This. Handout video guide.

Day 63: Forgetting
A. Myers pgs. 318-325
B. Active Psych. Learning and Memory: The Stroop Effect.
D. Demonstration—Have students write down on a sheet of paper the 12 months of the year as fast as possible. Tell how long it took. Ask them how they did it (chronological order). Then on a separate sheet, have them write down the months in alphabetical order. Discuss why it took much longer to complete. We don’t encode it that way—we don’t encode information we don’t find useful. Afterwards—show the 911 drunk test demo. Counts backwards from z to a http://www.youtube.com/results?search_query=reno+911+drunk+test&aq=0&oq=reno+911+d
E. Application Activity: Memory of a Penny. BBE pages 663-664
F. Psych Sim: Forgetting. Reserve Lab.
G. Application Activity: An Assignment to be Forgotten. BBE pages 665-666
H. Video: External Sunshine of the Spotless Mind. See page 3 in the AP Binder of unit 7A Memory. Use to discuss forgetting.
I. Activity: Forgetting Frequency Questionnaire. Handout 7A-3 from the AP Binder. See page 6 in unit 7A of memory for the key.
J. Video: Memento. Use to show memory and memory loss. See page 13 in the AP Binder unit 7A-memory for the clip to show.
K. Psych Sim 5: When Memory Fails
L. Activity: Tip of the Tongue Phenomenon & Capital Cities. Handout 7A-8 from the AP Binder. See page 21 in unit 7A of memory for the key and explanations.
M. ACT—Forgetting and Retroactive Interference.

Day 64: Memory Construction Errors & Improving Memory
A. Myers pgs. 325-333
B. Hock. Thanks for the Memories. Pgs. 116-126
D. Video clip and article: The website is called what Jennifer saw. See PBS for more information. How accurate is visual memory. Eyewitness testimony of Ronald Cotton
http://www.cbsnews.com/stories/2009/03/06/60minutes/main4848039.shtml
E. Activity 47: Constructive Memory/Schemas: The Rumor Chain. Can also see page 672 in BBE packet for information.
F. Activity: Constructive Memory. See AP Binder page 23 of unit 7A-memory for ideas. Need to set up in advance with a student. Use to discuss eyewitness recall.
G. Active Psych. Learning and Memory. False Memory—power point
I. Application Activity: Déjà vu: BBE page 641-642 or see Activity: Déjà vu. See page 16 in the AP Binder unit 7A of memory
J. Video: Kidnapped by UFO’s? NOVA video series that can be used to cover memory reconstruction. BBE pages 670.
L. Psych Sim 5: Trusting Your Memory.
M. Activity: Creating a False Memory. Handout 7A-10 from the AP Binder. See page 28 in unit 7A of memory for explanation.
N. You tube. John Mark Kerr and the false confession of JonBenet Ramsey. See the AP Binder of unit 7A of memory page 30 for an explanation.
O. You Tube. 1989 false confessions of the central park jogger case. See false confessions in AP Binder above.

Day 65: Thinking and Problem Solving
A. Myers pgs. 336-349
B. Handouts: Approaches to Problems Solving and Barriers to Problem Solving.
C. Active Psych. Thinking, Learning, and Language. The Confirmation Bias.
G. Critical Thinking Activity: The Confirmation Bias. BBE Resource Pack. See page 42. Check out the website www.simeonmagic.com for a magic card trick—use this to discuss confirmation bias!

D. Psych Sim 5 Tutorial. Chapter 10 Meyers online text. My Head is Spinning. Handouts.

E. Activity 51: Set and Information Processing.

F. Activity 49: Functional Fixedness in Problem Solving. See page 13 in the AP Binder unit 7B for explanation. (need supplies—primarily records)

G. Classroom Exercise: The Availability Heuristic. Handout 7B-5 in the AP Binder. See page 14 in Unit 7B for the key.

H. Activity 50: Reorganization and Productive Thinking.

I. Problem Solving. Handout #10

J. Video Clip from the big bang theory on you tube on solving algorithms--http://www.youtube.com/watch?v=k0xgiUhEG3U&NR=1


L. Psych Sim Tutorial: Rational Thinking. Reserve Lab


N. DVD: Creative Problem Solving. BBE page 691.

O. Psych Sim: Maze Learning. Do as a class.

P. Demonstration Activity: Dice Games to Demonstrate Problem Solving. BBE page 695.

Q. Critical Thinking Activity: Solving Puzzles. BBE page 695-696

R. Critical Thinking Activity: Framing Decisions. BBE page 699-700

S. Handout: Mental Set Demonstration. Use as a warm up activity. This is a remote associations activity. (answers are all colors ---then, the last is not a color. Students can’t figure it out. Why? Because they are stuck in a mental set. The answers are (green, blue, green, black, white, blue, stick). To make the roman numeral “IX” into a six, put an S in front of it “SIX”

T. Classroom Exercise: The Limits of Human Intuition. See page 3 in the AP Binder of unit 7B for 3 good examples to share with the class.

U. Classroom Exercise: Introducing Prototypes. This is a simple activity where you read a list of examples and have students respond with whatever comes to mind. See page 5-6 in the AP Binder of unit 7B

V. Classroom Exercise: The Tower of Hanoi Problem. This could be a good warm up activity to get students to understand problem solving techniques. See page 6 in the AP Binder of Unit 7B

W. Handout 7B-4 from the AP Binder. This is another handout of problem solving strategies. See page 7-8 in the AP Binder of unit 7B for answers.

X. Classroom Exercise: See AP Binder page 9 in unit 7B. These are 3 more great examples of problem solving.

Y. Jokes, Riddles, and Insight. See page 9-10 in the AP Binder.

Day 66: Language

A. Myers pgs. 349-359

C. Active Psych. Thinking, Language, and Intelligence. Language Development in Infants and Toddlers.
D. Hyde, Janet Shibley. Children’s Understanding of Sexist Language. Articles Selection #33.
E. Active Psych. DVD 3 Segment 18a-18i. Video: Language Development in Infants and Toddlers. (includes handout)
F. Psych Sim 5: Dueling Brains. Discusses how the left brain uses language.
G. Video clip on language. Hilarious. 45 seconds. Importance of Language: Berlitz
http://www.youtube.com/watch?v=KLSdOY-6R_U

Day 67: Thinking & Language
A. Myers pgs. 359-363
B. Warm up Activity: Doublespeak. Handout 17-4 from BBE. Answer key on page 478
C. Application Activity: Creating Mental Pictures from Verbal Descriptions. BBE page 479.
E. Video—NOVA—Science Now: Thinking and Language
F. Video clip of Neil Tyson dog for language and learning
http://www.youtube.com/watch?v=_6479QAJuz8
G. DVD: Secrets of the Wild Child

Day 68: Memory, Thinking & Language (Cognition)
A. Jeopardy
B. Test Review (key terms, objective, practice exams)

Day 69: Memory, Thinking, & Language (Cognition)
A. Test

Unit 9: Intelligence
Day 70: Theories of Intelligence
A. Thinking & Language Test Review
B. Myers pgs. 366-372
D. Active Psych. DVD 3 Segment 20. Psychologists Ellen Winner Discusses “Gifted” Children. (includes handout).
E. Video clip on Raul Midon for musical intelligence
http://www.youtube.com/watch?v=0s_loXy3ExE
F. Video clip on Kim Peek—a real life modern savant
http://www.youtube.com/watch?v=NJjAbs-3kc8
G. Video clip on Stephen Wittshire the “human camera”.
http://www.youtube.com/watch?v=a8YXZTwTAU
H. Active Psych. Multiple Intelligences. Power Point Demo.
I. Video: Rain Man. See BBE pages 740 for video clips to show or page 7 in the AP Binder unit 11.
J. Class Exercise: What is Intelligence? Use as an intro to have students share what they define as intelligence. See the AP Binder page 3 in unit 11 for explanation.
K. Lecture/Discussion Topic: 12 Interesting Facts about Intelligence. See page 3-4 of unit 11 in the AP Binder to share with students. Could also copy as a handout.
L. Handout: Gardner’s Theory of Multiple Intelligence. Copy the handout from the AP Binder page 9 of unit 11 and share with students. Have students come up with their own example in the last column of the chart.

Day 71: Creativity & Emotional Intelligence
A. Myers pgs. 373-377
C. Video—Emotional Intelligence: PBS Home Video
D. Self-scoring EQ test
E. Classroom Exercise: Emotional Intelligence Scale. Handout 11-9 from the AP Binder, See page 15 for the explanation.
F. Classroom Exercise: Remote Associates Test. Use for assessing creativity. Use handout 11-13 in the AP Binder. See page 22 in unit 11 for explanation.

Day 72: Assessing Intelligence
A. Myers pgs. 377-383
B. Terman, Lewis. The Binet-Simon Scale for Measuring Intelligence. Article Selection #21.
C. Self scoring IQ test
D. Psych Sim 5 Tutorial. Get Smart. Meyers online text.
E. Handout #11—Human Intelligence
F. Handout # 11—Are You a Mensa Candidate
G. Handout #12—Creative
H. WASI Intelligence Test
I. Handout: How Smart Are You. 25-5 from BBE. See pages 731
J. Handout: Analogies and Intelligence. 25-6 from BBE. See pages 732-733
K. Handout: Assessing Creativity. 25-7 from BBE. See page 733
L. Classroom Exercise: Issues in Testing. Handouts 11-12a and 11-12b from the AP Binder. See page 20-21 in unit 11 for the key and explanation of validity and reliability.
M. Classroom Exercise: Reliability and Validity. See the AP Binder in unit 11 page 22 for explanation.
N. ACT—Intelligence and the Normal Curve.

Day 73: The Dynamics of Intelligence
A. Myers pgs. 383-389
B. WASI IQ Test
C. Classroom Exercise: A WWI IQ Test. Handout 11-10 from the AP Binder. See page 19 for explanation.
D. Student Project: Joining Mensa. Handout 11-11 and have students complete the mensa test. The answer key is on page 20 in the AP Binder of unit 11
E. Classroom Exercise: Issues in Testing. Handouts 11-12a and 11-12b from the AP Binder. See page 20-21 in unit 11 for the key and explanation of validity and reliability.
F. Classroom Exercise: Reliability and Validity. See the AP Binder in unit 11 page 22 for explanation.
G. Assignment—Reliability and Validity. In folder.
H. ACT—Crystallized and Fluid Intelligence

Day 74: Genetic/Environmental Influences on Intelligence & Test Bias
A. Myers pgs. 389-399
B. Hock. What You Expect is What You Get. Pgs. 93-100
E. Active Psych. DVD 3 Segment 19. Hothouse Babies: Mother Tries to Teach Her Two-Year Old Multiplication (Performing Tasks Beyond Their Level). (Includes handout).
F. Video you tube big bang theory—on intelligence and genetics—http://www.youtube.com/watch?v=ZFS1F-3XVtk
G. After reviewing the issue of test bias, have students develop test questions that would be biased against people from their parent’s age group. For example, questions regarding current popular slang or dress styles might be difficult for parents to answer. Also have them develop questions that would be easy for their parents to answer but difficult for them to answer (they can ask their parents for help).
I. Classroom Exercise: Blacks as a Castelike Minority. Handout 11-15 from the AP Binder. See page 28 in unit 11 for explanation.
J. Act—Intelligence Nature and Nurture.

Day 75: Intelligence
A. Jeopardy
B. Test Review (key terms, objectives, practice exams)

Day 76: Intelligence
A. Test

Unit 10: Motivation & Work, Emotion, Stress, Health, & Illness

Day 77: Motivational Theories & Hunger
A. Intelligence Test Review
B. Myers pgs. 402-420
D. Handout: Practice with Theories of Motivation.
E. Video clip on aron Ralston’s survival story http://www.youtube.com/watch?v=B2XLoQ1xYB0
F. Arousal theory of motivation—extreme sports video clip http://www.youtube.com/watch?v=T92Kp2BXNvo
H. Active Psych. Experiencing Hunger.
I. Tell students to imagine that they have been shipwrecked alone on a desert island, with little chance of rescue. Have them write a series of short diary entries about life on the island. In the diary entries, students should describe how they go about
satisfying the needs on Maslow’s hierarchy of needs. Which need would they satisfy first.

J. Handout 26-10 from BBE or 8A-4 from AP Binder. See page 5 in the AP Binder unit 8A for explanation. Use for Maslow’s Hierarchy.

K. Feature Film: Cast Away. Use with Maslow’s Hierarchy and the need to belong. See the AP Binder unit 8A page 16 for the explanation.

L. Handout 26-7. Sensation Seeking Scale. See page 771 in BBE for key.

M. Film: Alive. See BBE page 780 or page 6 in the AP Binder of unit 8A for minutes in the clip and the explanation.

N. Film: A Man For All Seasons. See unit 8A in the AP Binder page 3. This film could be used to discuss motivation, including Maslow’s Hierarchy.


P. Activity—Motivational Quotes. In folder.

Day 78: Sexual Motivation

A. Myers pgs. 420-434


E. Feature Film: Juno. Use with discussion of teen pregnancy. See page 14 in the AP Binder of unit 8A.

Day 79: The Need to Belong & Motivation at Work

A. Myers pgs. 434-455

B. Handout 26-4 from BBE. The Purpose in Life Test. See page 769 for scoring in BBE. This is for motivation and achievement


D. Video clip with Jimmy Valvano “don’t ever give up”
   http://www.youtube.com/watch?v=HuoVM9nm42E

E. Feature Film: March of the Penquins. Use to show how social bonds boost survival. See the AP Binder unit 8A page 16 for explanation.

F. Lecture/Discussion Topic: Social Ostracism. See the AP Binder unit 8A page 17 for some great examples to share with students.

G. Classroom Exercise: Demonstrating Ostracism—The Train Ride. See the AP Binder unit 8A page 18 for the explanation.

H. Video: Mr. Holland’s Opus. Use to discuss flow. See appendix B in the AP Binder page 4 for the explanation.

Day 80: Theories of Emotion, Embodied Emotion, & Expressed Emotion

A. Myers pgs. 458-475

B. Hock. I Can See it all Over Your Face. Pgs. 168-175


E. Handout: Practice with Theories of Emotion.


H. The Facial Feedback Hypothesis: Are Emotions Really Related to the Faces We Make? Exercise #52. (do before studying James Lange Theory)

I. Debate: Have students debate which theory of motivation most persuasively explains human motivation.

J. Have students recall a recent occasion on which they felt a strong emotion. Have them write a detailed description of the event, the emotion, and the thoughts they experienced. Then have them describe the order in which it occurred and the theory of emotion which best explains their particular experience.


L. Emotional Charades: Create a list of emotions on notecards. Split the class into teams and have 1 person come to the front of the room and act out the emotion. They can’t communicate the word or break it up into syllables, only act it out.

M. Cooperative Learning Activity—Nonverbal Communication (need drinking straws and rolls of transparent tape). See page BBE 822 for directions or the AP Binder Unit 8B page 13 for directions as well.

N. Handout 27-14—The Affective Communication Test. See BBE pages 822-823 for key. Use for non verbal communication.


P. Psych Sim 5: Catching Liars. Use to explain emotion and arousal and how it can be used to detect deception.

Q. Classroom Exercise: Difficulty in Detecting Deception. Handout 8B-9 to each student. See page 14 in the AP Binder unit 8B for explanations.

Day 81: Experienced Emotion

A. Myers pgs. 475-486


C. Psych Sim 5 Tutorial. Expressed Emotion. Meyers online text.

D. Active Psych. Emotional Expressivity.

E. Handout 27-10 from BBE. What do you Fear? Can also use the AP Binder unit 8B pages 21-22 for explanations and key.

F. Enrichment Lesson—Scared to Death. Page 815-816 in BBE. Have students read as an introduction.

G. Handout 27-11. The Affect Intensity Measure. Looks at how people experience emotions. See BBE pages 818-819 or the AP Binder page 16 in unit 8B

H. You tube—Wednesday is hump day—for happy days of the week.

http://www.youtube.com/watch?v=kWBhP0EQ1lA&feature=youtu.be

I. Lecture/Discussion Topic: Scared to Death. Some very interesting examples to share with the class. See the AP Binder page 22-23 in Unit 8B.

J. Feature Film: Fried Green Tomatoes. Use to discuss anger and the catharsis. See the AP Binder unit 8B page 23 for the explanation and the clip to show.
K. Classroom Exercise: The Multidimensional Anger Inventory. Handout 8B-18 from the AP Binder. See page 24 in unit 8B for explanation.

L. Lecture/Discussion Topic: Do We Need to Vent our Rage? Read the example written into Ann Landers in the AP Binder unit 8B page 26.

M. ACT—Moods Across the Day.

Day 82: Stress, Health, & Illness
A. Myers pgs. 486-509
B. Hock. Life, Change, & Stress. Pgs. 175-183
C. Hock. Racing Against Your Heart. Pgs. 210-217
E. Lazarus, Richard S. Puzzles in the Study of Daily Hassles. Article Selection #38
G. Psych Sim 5 Tutorial. All Stressed Out. Meyers online text.
I. Active Psych. Your Stress level.
J. Active Psych. Managing Stress.
K. Active Psych. Coping with Health Problems
M. Handout 36-5. Self-Concealment Scale. BBE pages 1116-1117. Use for health and disclosing personal information.
N. Student Project: Constructing a Family Health History. See the AP Binder unit 8B page 32 for explanations. Should assign ahead of time so students have time to complete. Could use part of the hour to discuss them.

Day 83: Motivation, Work, Emotion, Stress, & Health
A. Jeopardy
B. Test Review (key terms, objectives, practice exams

Day 84: Motivation, Work, Emotion, Stress, & Health
A. Test

Unit 11: Personality

Day 85 & Day 86: Freud’s Psychoanalytic Perspective
A. Emotion, Stress, & Health Test Review
B. Myers pgs. 512-520
C. Hock. You’re Getting Defensive Again. Pgs. 234-242
D. Freud, Sigmund. The Physical Apparatus. Article Selection #33
E. Video: The Cat in the Hat (need to purchase. 25 minutes). (can also read). Handout video questions. Have students define the ID, EGO, and Superego first.
F. Select three volunteers to play the role of the id, ego, and the superego. Have other students suggest ideas for moral dilemmas in which the ego is caught between
conflicting demands of the id and the superego. Have students improvise dialogue to dramatize this conflict (remind students these psychological constructs take place in the mind). Then have students consider how the outcome would differ if the id or superego were the dominant structure. Can also see page 6 in AP Binder on personality for an example.

   http://www.youtube.com/watch?v=aDLWbBryA40

H. Handout 28-5: Defense Mechanisms

I. Handout 28-6a and Handout 28-6b: Defense Mechanisms Miniskits

J. Teaching Tips (on cd). Activity 29: Frazier’s Edge (need to obtain a copy of the sitcom Frazier. Season 8, Episode 12).

K. Video. Friends. Season 3. Episode 2. (can use either Frazier or Friends). Examples in the episode include (rationalization), where they say it only takes 2 minutes to get dressed, Chandler and Joey fighting over the chair (regression), Ross is always yelling at his friends to get ready (displacement), Monica is still in love with Richard but she refuses to believe he doesn’t love her (denial),

L. Handout: Defense Mechanisms chart. Students should also use the Hock book to help with examples

M. Defense Mechanisms: Handout 10-4 from the AP Binder. See page 9 for the key in the personality unit. This handout has 30 examples of different defense mechanisms that students need to match with the right answer.

N. Handouts on defense mechanisms # 16, 17, 39

O. Video: Lord of the Rings: The Fellowship of the Ring. Use to introduce the concept of personality. See AP Binder page 3 in the personality unit for the clip and explanation to show.

P. Exercise: Your Theory of Personality. Handout 10-2 from AP Binder in Personality unit. See page 4 for explanation. Use for students to explore their own personality. Use as an introduction to the unit.

Q. Assignment—Breaking it down with Sigmund Freud. Formative Assessment. In folder.

Day 87: Assessing Unconscious Processes

A. Myers pgs. 520-523

B. Hock. Projections of Who You Are. Pgs. 272-278

C. Hock. Picture This! Pgs. 279-286


E. Show the class a Rorschach inkblot and ask them to write down what it resembles to them. Tell them that what people see in an inkblot may reflect differences in personality.

F. Have students make inkblots similar to the ones used in the Rorschach inkblot test by putting a drop of ink or food coloring in the middle of a sheet of plain white paper, folding the paper in half, and pressing the two sides together. Have students describe what they think the inkblots resemble. Discuss the responses in terms of location, determinants, content, and form level to discuss how psychologists interpret answers on the inkblot test. Have other students interpret their inkblots.
G. Handout #21 Inkblot test
H. Have students write an anonymous story about a TAT drawing (thematic apperception test) to demonstrate how individual differences show up in the TAT. Can students find any similarities in the stories? The subject is asked to tell as dramatic a story as they can for each picture presented, including: what has led up to the event shown, what is happening at the moment, and what the characters are feeling and thinking, and what the outcome of the story was.
I. You tube—Gnarls Barkly—Crazy. Shows inkblot images throughout video.
J. Activity: The False Consensus Effect. See page 13 in the AP Binder for explanation. Have students create their own examples.
K. You tube—veggy tales. Use to show inkblots and also talk about getting fixated in childhood. Also relates to psychoanalytic therapy. http://www.youtube.com/watch?v=j1FGaCNN1aw

Day 88: Humanistic & Trait Theories
A. Myers pgs. 523-535
D. Robert McCrae and Paul Costa. Validation of the Five Factor Model of Personality Across Instruments and Observers. Article Selection #35
E. Tell students to imagine that they have been shipwrecked alone on a desert island, with little chance of rescue. Have them write a series of short diary entries about life on the island. In the diary entries, students should describe how they go about satisfying the needs on Maslow’s hierarchy of needs. Which need would they satisfy first.
F. DVD: Dead Poets Society. See pg 854 in Thinking About Psychology Pack or page 14 in the AP Binder of the personality unit.
H. Handout 29-4: Extraversion and Emotional Stability. See page 888 in Thinking About Psychology Pack
I. Handout 29-5: Shyness. See page 889 in Thinking About Psychology Pack. Can also use handout 10-5 in the AP Binder. See page 15 for the key in the personality unit
J. Handout 29-6: The “Big Five” Inventory. See page 890 in Thinking About Psychology pack.
K. Handout 29-7: Personality Traits in the Workplace. See page 891 in Thinking About Psychology pack.
L. Power Point. Module 29. Slides 6-39
M. Test 1 & Test 2 from the Personality Test book
N. Handouts on Introversion and extroversion
O. Classroom exercise: The Barnum Effect. See page 22 in the AP Binder of the personality unit. Have students write on any topic, such as their favorite vacation. Only a short sample needed. Also on the sheet, have them write their name, birthdate, hair color, sex, weight, and height. Collect. Have them work on one of the above
inventories and act as if your analyzing their information. Then give them the Personalized Personality Description (in AP Binder page 22) to each student. Acting as if they are different. Have students share if the description matches them. After, handout 10-13 from the AP Binder. Additionally you can do the next exercise on the page and handout 10-14 for fun as well.

Day 89: Social-Cognitive Theories & Exploring the Self

A. Myers pgs. 535-549
B. Hock. Are You the Master of Your Fate? Pgs. 192-199
C. Rotter, Julian. External and Internal Control. Article Selection #34
D. Seligman, Martin. Fall into Helplessness. Article Selection #41.
E. Handout 29-2: Trait & Social Cognitive Matching assignment
H. Handout 29-14: Locus of Control. See page 899 in Thinking About Psychology pack.
I. Handout 29-15: The Life-Orientation Test and Optimism. See page 900 in Thinking About Psychology
J. Handout 29-16 & 29-17: Measuring Optimism. See page 901 in Thinking about Psychology Pack.
K. Power Point. Module 29. Slides 40-57
L. Activity. Clicker Questions. Module 29
M. Active Psych. Learned Helplessness.
N. Activity on Learned Helplessness. Create two lists of words. One list will be able to rearrange the words to form new words, the second list will not. Both list will have the same third word however. For example
   List 1: Bat, Melon, Cinerama  List 2: Whirl, Flash, Cinerama
Hand the list out to the students, upside down as to not see the words. ½ of the class will receive one list, the other ½ the other list. Tell them to rearrange the words to form another word—one at a time—giving a few seconds to do so. Ask for a show of hands. Group 1 will quickly get Tab, lemon, and American where group 2 will not, even giving up on the third word. Ask how they felt. Explain learned helplessness after.
O. Teaching Tips (on cd). Module 29: Personality Theories and Biographies (lab)
P. Psych Sim 5 Tutorial. Helplessly Hoping. Myers online textbook. (lab)
R. Video: Shawshank Redemption. Use to discuss reciprocal influences and perceived control. See page 4 in Appendix C in the AP Binder.
S. Video: Secrets of the Psychics with James Randi (you tube). See page 897 in Thinking about Psychology pack. (use with barnum effect, esp)
T. Activity: ESP Tricks—Clairvoyance. See page 902 in Thinking About Psychology Pack
U. Activity: ESP Tricks—Mental Telepathy (Gray Elephant in Denmark Tricks). See page 903 in Thinking About Psychology Pack


X. Activity: Biased self-rating scales. Handout 10-25 & 10-26 from the AP Binder. Use to show how people think they are better than what they actually are.

Day 90: Personality
A. Jeopardy
C. Assignment—Match That Theory. In folder.
D. Test Review (key terms, objectives, practice exams)

Day 91: Personality
A. Test

Unit 12: Social Psychology

Day 92: Social Thinking
A. Personality Test Review
B. Myers pgs. 552-559
C. Hock. Thoughts Out of Tune. Pgs. 183-191
G. Handout 18-4: The Fundamental Attribution Error
H. Transparency Blackline Master 18-1: Cognitive Dissonance Theory
J. Active Psych. DVD 3 Segment 32. Zimbardo’s Stanford Prison Experiment. (includes handouts)
L. The Stanford Prison Experiment http://www.prisonexp.org/
M. The Stanford Prison Experiment video http://www.youtube.com/watch?v=FkmQZjZSk4
P. Activity 73. Tom Sawyer: The Fence and Social Psychology. (use for cognitive dissonance)
Q. You Tube –Home Improvement season 7 episode 18 (on cognitive dissonance) http://www.youtube.com/watch?v=9A8Ks21NRZc
R. Classroom Exercise: Cognitive Dissonance. See unit 14 in the AP Binder page 8 for an example to share.

Day 93: Social Influence
A. Myers pgs. 559-566
B. Hock. The Power of Conformity. 295-300
C. Hock. Obey at any Cost? Pgs. 308-316
E. Milgram, Stanley. Behavioral Study of Obedience. Article Selection #45
F. Handout 18-5: Would you Obey?
H. You tube strip search prank  http://www.youtube.com/watch?v=QqUm-Zk3_Ws
   Use to discuss obedience.
J. Handout—Social Psychology. Obey or Disobey.
K. Milgram experiment  http://www.youtube.com/watch?v=ZB8AMUHq2HY
L. Teaching Tips (on cd). Activity 53: Out of the Social Norm
M. Online Film: The Lottery or Discussion of the Lottery. See page 503 in Thinking About Psychology pack.
N. Lecture Topic: Obedience in Everyday Life. See the AP Binder in unit 14 page 14 for an example to share.

Day 94: Group Behavior & The Power of Individuals
A. Myers pgs. 566-572
B. Hock. Crowding Into the Behavioral Sink. Pgs. 249-258
C. Thinking Critically (on cd). Module 18: Group Influence in Sports (no lab required—article is not necessary to read)
D. A hazing incident  http://www.youtube.com/watch?v=b9xbP18_0B4
E. Discussion Topic: Hazing. See the AP Binder page 8-9 for examples in unit 14
F. Activity 67. The Nature of Groups.
G. Demonstration: Suggestibility. See pg. 505 in Thinking About Psychology BBE and also page 12 in the AP Binder of Unit 14.
H. Classroom Exercise--Deindividuation Exercise. Pg. 15 in Myers teacher pack. Put charts up on board for most common responses. Also page 508 in Thinking about Psychology pack and also page 16 in the AP Binder of unit 14 (same exercise I believe).
I. Video. Lord of the Flies. Use to discuss deindividuation. See AP Binder page 15 in unit 14 for explanation.
J. Video: 12 Angry Men. Pg. 17 of Myers 8E teachers pack. Also page 18 in the AP binder of unit 14. An additional idea to a final exam of this unit is to show the film and have students apply all of the concepts they have learned in psychology to the film.
K. Classroom exercise. Group Polarization. See page 16 in the AP Binder of unit 14 for explanation and handout.

Day 95: Social Influence—Prejudice & Aggression
A. Myers pgs. 572-586
B. Handout 19-11: Defining Aggression. See also AP Binder page 26 in unit 14 for same activity.
D. Teaching Tips (on cd). Activity 54: What is Aggression
G. In Class Exercise—In Group Bias. See pg. 21 in Myers Teaching Packet.
I. Classroom Exercise—Belief in a Just World. Handout 18-10. Also in AP Binder in unit 14 page 25 for explanation.
J. Online Video: True Colors. An ABC prime time live program. See page 536 in Thinking About Psychology pack. (on racism)
L. Lecture topic: The Geography of Time. See AP Binder page 19-20 in unit 14 for some interesting examples to share.
M. Video: Crash. Use to discuss stereotyping and prejudice. See the AP Binder page 22 in unit 14 for explanation and clip to show.

Day 96: Attraction
A. Myers pgs. 586-593
B. Sternberg, Robert. The Ingredients of Love. Article Selection #29.
C. Handout 19-4: Love Styles
D. Handout 19-5: The Trust Scale
E. Active Psych. The Ideal Romantic Partner. Power Point
F. Video: Beauty and the Beast. Show the clip. See Myers 8E teacher pack pg. 28 for relationship to class material. Main point—To what point do we judge people on the basis of their physical appearance. Also page 527 in Thinking About Psychology pack.
G. Classroom exercise—The Pairing Game. Myers 8E teacher pack pg. 29. Game has to do with the matching phenomenon.
I. Classroom exercise: Using personal ads to teach interpersonal attraction. See the AP binder on page 29 in unit 14 for the explanation.

Day 97: Altruism & Peacemaking
A. Myers pgs. 593-601
B. Hock. To Help or not to Help. Pgs. 300-308
C. Darley and Latane. When Will People Help in a Crisis. Article Selection # 46.
D. Sherif, M. Superordinate Goals in the Reduction of Intergroup Conflict. Article Selection #47.
E. Active Learning: The Bystander Effect –(pg. 343)
F. Lecture topic: Case studies in helping. These are some good examples to use and share with the class. See the AP Binder on page 36 of Unit 14
G. Seinfeld clip on the good Samaritan law—for bystander effect
   http://www.youtube.com/watch?v=zPnK0NCn_MQ
H. Altrusim: You Tube Video—20/20: What would you do & Video—Candid Camera

J. Breaking the Social Norm—Have students do things out of the norm, such as a boy dressing like a girl, eat someone else’s food, sitting at an empty chair at an occupied table, standing backwards on an elevator. Have students come up with their own ideas. Discuss how difficult this was or wasn’t to do. Write up in a paper the results of the activity. Share. See page 506 in Thinking About Psychology for more ideas.

K. You tube improve everywhere for breaking social norms
   1. [http://www.youtube.com/watch?v=jwMj3PJDxuo](http://www.youtube.com/watch?v=jwMj3PJDxuo)
   2. [http://www.youtube.com/watch?v=dkYZ6rbPU2M](http://www.youtube.com/watch?v=dkYZ6rbPU2M)
   3. [http://www.youtube.com/watch?v=NVAvF0IQgXY](http://www.youtube.com/watch?v=NVAvF0IQgXY)


N. Psych Sim 5: Social Decision making. Use also to discuss the non-zero sum environment.

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**Day 98: Social Psychology**

A. Jeopardy

B. Test Review (key terms, objectives, practice exams)

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**Day 99: Social Psychology**

A. Test

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**Unit 13: Psychological Disorders**

Day 100: Psychological Disorders—Defining, Labeling, Classifying, & Understanding

A. Social Psychology Test Review

B. Myers pgs. 604-614

C. Hock. Who’s Crazy Here, Anyway? Pgs. 226-234


E. Handout 30-4 from BBE. This is on defining mental disorders. This may be the same as handout 12-2 from the AP Binder. Check to see. Could handout both case studies if not. See page 5 in unit 12 of the AP Binder.

F. Project: Psychological Disorders Project. Go over the project in class today. Assign groups. There can be a total of 6 groups. Assign presentation dates. Groups will present in order. For example, the next two days in class will be for research and putting the project together and the next day will be a presentation on Anxiety Disorders. The next day in class will have a presentation on Mood Disorders. There is a total of 4 presentation days so on two of the days there will be 2 presentations. Students will also complete vocabulary terms for the unit and/or daily assignments in place of the test. Use the checklist for each disorder to grade projects. ***Create a general guideline of questions for each of the 7 topics. Include the causes, symptoms, etc. for each topic in the presentation. Collect for grade.
G. Spitzer’s, Robert. DSM-IV-TR case book. This is a book that provides examples of all the major disorders. It is brief and has a discussion for each case. This would be a good book to purchase.

H. Classroom Exercise: The effects of labeling. Handout 12-6 (make only ½ the amount of copies. ½ the room will get the top part, the other ½ of the room will get the bottom part). See page 9 in the AP Binder for explanation.

Day 101: Psychological Disorders—Anxiety Disorders
A. Myers pgs. 614-621
B. Freud, Sigmund. Inhibitions, Symptoms, and Anxiety. Article Selection #40.
C. Active Psych. DVD 3 Segment 30. Experiencing Anxiety. (includes handout).
D. Video clip from big bang theory—sheldons fear of heights. http://www.youtube.com/watch?v=8aSi7T0IUJ8
E. Big Bang Theory Video clip—sheldon the germaphobe
F. Big Bang Theory Video Clip—sheldons OCD
G. You tube—Monk OCD
H. You tube—the video is called Matchstick Men with nick cage. He has OCD.
I. Obtain a list of phobias and their definitions. Read the definitions and have students try to guess the phobia. Play as a team.
J. You tube—my extreme animal fear. The guy that is afraid of the dog
K. Handout 31-5—Social Phobias. See page 961 in BBE for explanation.
L. You Tube. Howie Mandel. OCD. http://www.youtube.com/watch?v=dSZNnz9SM4g
M. DVD: As Good As it Gets. Use to show OCD. See BBE pg. 958 for video clips to show or page 13 in unit 12 of the AP binder.
N. Handout 31-6—OCD Activity. See BBE page 962 for scoring and explanation.
O. DVD video clip: Copy Cat. Use to show agoraphobia. See page 4 of unit 12 in the AP Binder.
P. Handout either 12-7 or 12-8 from the AP Binder. Use to see where students score on anxiety or worry scale. See page 10 in the AP Binder of unit 12 for the scoring and explanation.
Q. Handout 12-10 from the AP Binder. This is a fear survey. Afterwards, share the top fears of both men and women on page 12 of unit 12 in the AP Binder.
R. Songs: Basket Case by Green Day on anxiety. The Monster by Eminem and Rihanna on OCD.
S. Video Clip: Monica has OCD on friends.

Day 102: Psychological Disorders—Mood Disorders
A. Myers pgs. 621-631
B. Hock. Learning to be Depressed. Pgs. 242-249
D. Active Psych. Creative People and Psychological Disorders.
E. You tube on bipolar disorder—there is a 20/20 clip, a clip on Demi Lavoto, and one on bipolar disorder
F. Handout 31-7. Self rating depression scale. See BBE pg 965 for scoring and discussion.
G. Enrichment Lesson—Postpartum Depression. See page 972 in BBE.
H. DVD: As Good as it Gets. Use to show major depressive disorder. See page 4 of unit 12 in the AP Binder.
I. Handout 12-15 from the Ap Binder. This is a self-rating depression scale. See page 17 in the AP Binder for explanation and scoring rubric.
J. Classroom exercise: Depression and Memory. See page 18 in the AP Binder of unit 12 for explanation.
K. Classroom Exercise: Internal, Stable, and Global attributions. See page 21 in unit 12 of the AP Binder for a quick exercise on how people label experiences are more or less likely to lead to depression.
L. Handout 12-19 from the AP Binder on suicide. See page 23 of unit 12 in the AP Binder for an explanation.
M. Handout 12-20 from the AP Binder. This is a suicide quiz. You could have students complete it in small groups and then give them the correct answers. Use for discussion. See page 24 in the AP Binder of unit 12 for explanation.
N. Song: Katy Perry—Hot and Cold on Bipolar Disorder.
O. Video Clip: look up on you tube for bipolar—answerstv.com

Day 103 & Day 104: Psychological Disorders--Schizophrenia
A. Myers pgs. 631-638
C. Active Psych. DVD 3 segment 28. A Case Study in Schizophrenia. (includes handout)
I. Classroom Exercise. Magical Ideation Scale. Handout 12-21 from the AP Binder. See page 26 in Unit 12 of Abnormal Psychology for explanation of assignment.

Day 105: Psychological Disorders—DID, Eating Disorders, Personality Disorders, Somatoform
A. Myers pgs. 638-647
B. Video clip on you tube on Hershal Walker who has DID http://www.youtube.com/watch?v=YYxG2zI39yA
C. You tube—Sybil
D. You tube—3 faces of Eve
E. Active psych. Name That Disorder.
F. Video clip on antisocial personality disorder http://www.youtube.com/watch?v=0qyCR9tPDgM
G. DVD: Lost in the Mirror. Discusses DID
H. Feature Film: In Cold Blood. Use to show and discuss personality disorders. See page 29 in the AP Binder of unit 12.
I. Video Clip: Con Air. Use for antisocial personality disorder. See the AP Binder page 4 in unit 12.
J. Video Clip: Primal Fear. Use to show dissociative identity disorder. See page 4 of unit 12 in the AP Binder
K. Video Clip: Me, Myself, and Irene. Use for bipolar.
L. Video Clips: on biography there are good shows about Jeffrey Dahmer and Ed Gein. Both are antisocial personality and Dahmer is also a necrophiliac (has sex with dead people). Silence of the Lambs and Texas Chainsaw Massacre were made after the story of Ed Gein.
M. Video Clip: You tube Batman. The Joker has antisocial personality disorder.
N. Video Clip: DID. You tube Dr. Phil show and multiple personalities. Good Clip to show.
O. Video Clip: Talledaga Nights. Clip where Will Ferrel can’t walk. Use for Conversion disorder

Day 106: Psychological Disorders
A. Jeopardy
B. Handout: Name that Disorder. (From Laura Brandt). On email.
C. Handout: Determining Who is Ill. (from Laura Brandt). In email.
D. Handout: Personality Disorders. A party where all the people had one. In folder. After students have identified the answers handout the second Personality Disorders Party where they have to make up their own character.
E. Activity: the Amazing race. Use the Abnormal Psychology case study book to create the questions. Activity is in folder but would still need to create questions.
F. Psych Sim 5: Mystery Client.
G. Handout: Psychological Disorders and Therapies Project. Only use as a handout and have students identify each case study.
H. Psychological Disorders Fairy tales. Assignment is in folder.
I. Psychological Disorders Brochure. Assignment in folder.
J. Test Review (key terms, objectives, practice exams)

Day 107: Psychological Disorders
A. Test

Day 108: Psychological Disorders
A. Video: The Soloist, A Beautiful Mind, Temple Grandin, other

Day 109: Psychological Disorders
A. Video: The Soloist, A Beautiful Mind, other
B. Psychological Disorders Test Review

Unit 14: Therapy
Day 110: Psychoanalysis, Psychodynamic & Humanistic Therapies
A. Myers pgs. 650-656
B. Film: Ordinary People. See page 1028 in BBE or page 4 in the AP Binder unit 13. Use for Humanistic therapy. 7 minute clip of video.
C. Rogers, Carl. Some Hypotheses Regarding the Facilitation of Personal Growth. Article Selection #42.
D. Classroom Exercise. Therapist role-playing. See AP Binder page 3 of Unit 13 for explanation.

F. Classroom Exercise: Role playing to demonstrate client centered therapy. Handout 13-4. See AP Binder page 7 of unit 13 for explanation or Role Playing Client Centered Therapy. Handout 33-7 from BBE. See page 1038 for explanations.

G. Project: Modifying an Existing Behavior. This is in unit 6 of the AP Binder.

H. Video Clip from the Big Bang Theory: Psychotherapy using Freudian talk.  
http://www.youtube.com/watch?v=uZq_U2hbnys&feature=related

I. Video Clip from the Sopranos showing transference.  
http://www.youtube.com/watch?v=qbS2N88paTs

Day 111: Behavioral Therapies
A. Myers pgs. 657-660
B. Hock. Relaxing Your Fears Away. Pgs. 264-272
C. Active Psych. DVD 3 segment 27. Therapy in the Real World. The Use of Real-Life Exposure to Treat Phobias. (includes handout).
E. Feature Film. Harry Potter and the Prisoner of Azkaban. See AP Binder unit 13 page 9 for explanation.


G. Video Clip: Virtual Reality Therapy to treat panic disorder.  
http://www.youtube.com/watch?v=CQgKEp_NhHk

Day 112: Cognitive, REBT, Cognitive-Behavioral Therapy, & Group Therapy
A. Myers pgs. 660-666
C. Bandura, Albert. Self-Efficacy: Toward a Unifying Theory of Behavior Change. Article Selection #25
E. Active Psych. Some Models of Therapy.
F. Active Psych. Name That Therapy.
G. You Tube—Big Bang Theory. http://www.youtube.com/watch?v=QV6DpJKW6a0  
Clip has Sheldon and Leonard using psychoanalytic, Adlerian, and Rogerian therapies.

H. You tube—King of Queens. Overeaters anonymous. Clip where Doug close to overeaters class but ends up in group therapy for anger management for Kari. Start at about 2:10 in and end at 12 minutes  
http://www.youtube.com/watch?v=8KAoBEfdvFA

Day 113: Evaluating Psychotherapies
A. Myers pgs. 666-675
B. Hock. Choosing Your Psychotherapist. Pgs. 258-264
C. Seligman, Martin. The Effectiveness of Psychotherapy. The Consumer Reports Study. Article Selection #44.
D. Video Clip: CBS—Is Untreated Mental Health Illness an Imminent Danger. Looks at patients specifically with schizophrenia and getting help.  
http://www.cbsnews.com/videos/untreated-mental-illness-an-imminent-danger/
Handout: Theory, Causes, Goal, and key terms chart.
Handout: Types of Mental health workers. Reserve lab for research. Use Appendix A to fill in the job description. Lab for salary searching
Activity—Analyzing a monster for therapy. Happy psychoween is in folder.
Assignment—which therapy is best. In folder.

Day 114: Biomedical Therapies, Brain Stimulation, Psychosurgeries, & Prevention
A. Myers pgs. 675-685
C. Active Psych. DVD 3 segment 25. The Therapeutic Effect of Antipsychotic Drugs. (includes handout).
E. Active Psych. Media, Pharmaceuticals, and Mental Illness. Handout
G. Video Clip: tardive dyskinesia in a child. http://www.youtube.com/watch?v=n1CesjByFFw
H. Video clip. Modern ECT. http://www.youtube.com/watch?v=EGZv2wbYV7U&feature=BFa&list=UU3vmOr8rVhzKWywhS_Nl6Xg
I. Handout: Biomedical Therapy Chart.
J. ACT—Lobotomies.
K. ACT—Electroconvulsive Therapy.
L. Video and Assignment—The Medicated Child. Has to do with giving kids medicine and misdiagnosis. Assignment and website is in folder. You tube medicated child if pbs site does not work. 9 minutes.  
   http://www.pbs.org/wgbh/pages/frontline/medicatedchild/

Day 115: Therapy
A. Jeopardy
B. Psych Sim 5: Mystery Therapists.
C. Test Review (key terms, objectives, practice exams)

Day 116: Therapy
A. Test

Day 117: Therapy Test Review and Study Day
Day 118: Study Day
Day 119: Final Exam Units 8-14
Day 120: Test Review Day—Collect Books, Surveys,

Psychology Lesson Ideas—things to do too!!

1. Start incorporating readings out of Psychology Today magazine in library
2. Primary Sources to use in class/ACT prep materials
3. Go to the WDPSD library website. Under the student library site, under researching tab, click on databases. Click on classroom videos on demand. There are a lot of Psychology videos to use.
4. Look through lesson ideas from Amy Ramponi sent on email
5. Look through Norby’s CD more
6. Look through Mary’s CD more
7. Join TOPSS and APA
8. Laura Brandts email
9. Kent Koreks emails
10. File articles (case study articles still need to be put into lesson plans)
11. Make daily quizzes
12. Look through the new binder for lesson ideas
13. Put Worth Anthology videos on lessons
14. New Brain Games DVD
15. Make discussion questions from the reading—questions that would be good to discuss, open ended opinion type of questions