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|  | Monday | Tuesday | Wednesday | Thursday |  Friday |
| Aug. 18-22 | **Welcome!**  | **Welcome!**  | **Welcome!** | The History of Psych (i.e. Introduction to Outlining) | The History of Psych (i.e. Introduction to Outlining) |
| Aug. 25-29 | **BACKGROUND: RESEARCH****Ch 1: Thinking Critically**\*Vocabulary DueVocabulary QuizHW: (19-28) | Ch 1 (29-35) | Ch 1 (36-44) | Ch 1 (44-51) | Chapter 1 Test\*Outline Due |
| Sept. 1-5 | **LABOR DAY** | Chapter 1 Test Corrections**BIOLOGICAL PERSPETIVE****Ch 2a: Neural Communication & The Nervous System**HW: Ch 2a Vocabulary | Ch 2a Vocabulary DueVocabulary QuizHW: (53-58) | Ch 2a--(58-61) | Ch 2a – (61-65) |
| Sept. 8-12 | Chapter 2a Test\*Outline Due | Chapter 2a Test Corrections**Ch 2b: The Brain & The Endocrine System**HW: Ch 2b Vocabulary | Ch 2b Vocabulary DueVocabulary QuizHW: (65-70) | Ch 2b-- (70-75) | Ch 2b—(75-82) |
| Sept. 15-19 | Ch 2b -- (82-86) | Ch 2b-- (87-93) | Ch 2b Test\*Outline Due | Ch 2b Test Corrections**BIOLOGICAL PERSPETIVE****Ch 3: Nature/Nurture**HW: Ch 3 Vocabulary(95-102) | Ch 3 Vocabulary DueVocabulary QuizHW: (102-106) |
| Sept. 22-26 | Ch 3 (107-111) | Ch 3 (112-118) | Ch 3 (119-125) | Ch 3 (126-130) | Ch 3 (131-137)  |
| Sept. 29- Oct. 3 | Ch 3 Test\*Outline Due | Chapter 3 Test Corrections**BIOLOGICAL PERSPETIVE****Chapter 5 Sensation**HW: Ch 5 Vocabulary | Chapter 5 Vocabulary DueVocabulary QuizHW: (197-203) | Ch 5 (204-214) | Ch 5 (215-223)**FALL HOLIDAY** |
| Oct. 6-10 | Ch 5 (224-229) | Ch 5 (229-235)Sensation Stations | Chapter 5 Test\*Outline Due | Chapter 5 Test Corrections\*Notebook Check**COGNITIVE PERSPECTIVE****Ch 6: Perception**HW: Ch 6 Vocabulary(237-242) | Ch 6 Vocabulary DueVocabulary QuizHW: (242-249) |
| Oct. 13-17 | Ch 6 (250-254) | Ch 6 (255-263) | Ch 6 (264-269) | **Chapter 6 Test****\*Outline Due** | Chapter 6 Test Corrections**COGNITIVE PERSPECTIVE****Ch 8: Learning**HW: Ch 8 Vocabulary(313-320)**End of 1st 9 Weeks** |
| Oct. 20-24 | **Teacher Planning Day** | Ch 8 Vocabulary DueVocabulary QuizHW: (321-326) | Ch 8 (326-330) | Ch 8 (331-336) | Ch 8 (337-340) |
| Oct. 27-31 | Ch 8 (341-346) | Chapter 8 Test\*Outline Due | Chapter 8 Test Corrections**COGNITIVE PERSPECTIVE****Ch 9: Memory**HW: Ch 9 Vocabulary(349-361) | Ch 9 Vocabulary DueVocabulary QuizHW: (349-361) | Ch 9 (370-375) |
| Nov. 3-7 | Ch 9 (375-381) | Ch 9 (382-386) | Ch 9 (387-391) | Chapter 9 Test\*Outline Due | Ch 9 Test Corrections**COGNITIVE PERSPECTIVE****Ch 10: Thinking & Language**HW: Ch 10 Vocabulary(395-400) |
| Nov. 10-14 | Chapter 10 Vocabulary DueVocabulary QuizHW: (401-409) | **Veteran’s Day** | Ch 10 (410-418) | Ch 10 (418-423) | Ch 10 (424-428)  |
| Nov. 17-21 | Chapter 10 Test\*Outline Due | Chapter 10 Test Corrections**COGNITIVE PERSPECTIVE****Chapter 11: Intelligence**HW: Ch 11 Vocabulary(431-441) | Chapter 11 Vocabulary DueVocabulary QuizHW: (442-449) | Ch 11 (450-466) | Chapter 11  |
| Nov. 24-28 | Chapter 11 Test | Chapter 11 Test Corrections | **Thanksgiving** | **Thanksgiving** | **Thanksgiving** |
| Dec. 1-5 | **Chapters 12 & 13: Motivation & Emotion****In Class: Vocabulary**HW:(469-480) | Chapters 12 & 13 Vocabulary DueVocabulary QuizHW: (481-493) | Chs 12 & 13 (495-500) | Chs 12 & 13 (513-523) | Ch 12 & 13 (524-532) |
| Dec. 8-12 | Ch 12 & 13 (532-545) | Ch 12 & 13 (532-545) | Chapter 12 & 13 Test | Chapter 12 & 13 Test Corrections\*Notebook Check | Practice FRQs |
| Dec. 15-19 | **Practice FRQs** | **Practice FRQs** | **Semester Exams** | **Semester Exams** | **Semester Exams/End of 2nd 9 Weeks** |
| Dec. 22-26 | **Holiday** | **Holiday** | **Holiday** | **Holiday** | **Holiday** |
| Dec. 29–Jan. 2 | **Holiday** | **Holiday** | **Holiday** | **Holiday**  | **Holiday** |
| Jan. 5-9 | **Teacher Planning Day** | **SOCIAL PSYCHOLOGY****Chapte r 18 Social Psychology**In Class: VocabularyHW:(723-730) | Chapter 18 Vocabulary DueVocabulary QuizHW: (730-737) | Ch 18 (737-742) | Ch 18 (742-748) |
| Jan. 12-16 | Ch 18 (749-756) | Ch 18 (756-764) | Ch 18 (764-770) | Ch 18 | Ch 18 Test\*Outline Due |
| Jan. 19-23 | **MLK DAY**  | Ch 18 Test Corrections**HEALTH PSYCH****Chapter 4: Development**Chapter 4 VocabularyHW: (139-144) | Chapter 4 Vocabulary DueVocabulary QuizHW: (144-154) | Ch 4 (155-164) | Ch 4 (164-172) |
| Jan. 26-30 | Ch 4 (173-184) | Ch 4 (185-192) | Ch 4 (193-195) | Ch 4 | Chapter 4 Test\*Outline Due |
| Feb. 2-6 | Chapter 4 Test Corrections**HEALTH PSYCH****Chapter 15: Personality**Chapter 15 VocabularyHW: (595-600) | Chapter 15 Vocabulary DueVocabulary QuizHW: (600-609) | Ch 15 (609-612) | Ch 15 (613-623) | Ch 15 (623-631) |
| Feb. 9-13 | Ch 15 (631-637) | Ch 15 | Chapter 15 Test\*Outline Due | Chapter 15 Test Corrections**HEALTH PSYCH****Chapter 16: Abnormal Psychology**Chapter 16 Vocabulary | Chapter 16 Vocabulary Due \*No QuizHW: (639-649) |
| Feb. 16-20 | Ch 16: (649-658) | Ch 16: (658-668) | Ch 16: (669-677) | Ch 16: (677-682) | Chapter 16 Test\*Outline Due |
| Feb. 23-27 | Chapter 16 Test Corrections**HEALTH PSYCH****Chapter 17: Therapy**Chapter 17 VocabularyHW: (685-689) | Chapter 17 Vocabulary DueVocabulary QuizCh 17 (689-694) | Ch 17 (694-699) | Ch 17 (700-710) | Ch 17 (711-720) |
| March 2-6 | Chapter 17 Test\*Outline Due | Chapter 17 Test Corrections**HEALTH PSYCH****Chapter 7: States of Consciousness** Chapter 7 VocbularyHW: (271-278) | Chapter 7 Vocabulary DueVocabulary QuizHW: (279-284) | Ch 7: (285-290) | Ch 7: (290-296) |
| March 9-13 | Ch 7 (297-308) | Ch 7 (309-311) | Chapter 7 Test\*Outline Due | Chapter 7 Test Corrections | **End of Third Nine Weeks** |
| March 16-20 | **Spring Break** | **Spring Break** | **Spring Break** | **Spring Break** | **Spring Break** |
| March 23-27 | **Planning Day** | In Class: **Ch 14 Stress & Health**, Voc; (549-561) | Ch 14 Voc Due; Voc. Quiz; Ch 14 (562-568) | Ch 14 (569 -574) | Ch 14 (575-582) |
| March 30- April 3 | Ch 14 (583-593) | Ch 14 SG | Ch 14 Test; SG Due | Ch 14 Test Corrections | **Practice FRQs** |
| April 6-10 | **AP EXAM REVIEW BEGINS!** |  |  |  |  |
| April 13-19 | **FCAT**  |  |  |  |  |
| April 20-24 | **FCAT** |  |  |  |  |
| April 27-May 1 |  |  |  |  | **AP Exam Review Ends** |
| May 4-8 | **AP PSYCH EXAM!** |  |  |  |  |

**The Biological Level of Analysis:**

At the most basic level of analysis, human beings are biological systems. Our cognition, emotions and behaviors are products of the anatomy and physiology of our nervous and endocrine systems. Over the last few centuries, discoveries have shown that:

* the nature of the nervous system is electrical in part (Galvani)
* different areas of the brain carry out different functions (Broca)
* small gaps exist between nerve cells that require the action of chemicals to carry neural transmission across these gaps
* hormones play an important role in our psychological functioning.

Since the 1960s, with the invention and development of brain imaging technologies (for example, CAT (computerized axial tomography), PET (positron emission tomography), fMRI (functional magnetic resonance imaging)) it has become possible to directly study living brains in action as various tasks are performed, and to correlate specific areas of brain damage with specific changes in a person’s personality or cognitive abilities. Advances in psychopharmacology—the field of medicine that addresses the balance of chemicals in the brain—have led to the development of new medications for problems as diverse as depression, anxiety disorders and Alzheimer’s disease.

After Darwin published his theory of evolution through natural selection, animals came to be studied in order to shed light on human behavior. With the completion of the human genome project, the chimpanzee genome project, and with other species having the full structure of their DNA mapped, the contribution of genes to our cognition, emotions and behavior is becoming better understood. Behavioral genetics takes the skills of biological analysis used to study the differences between species and applies these skills to studying individual differences in humans. These are the components at the biological level of analysis needed to understand our complex biological system and the psychological functions it supports.

## **The Cognitive Level of Analysis**

At the second level of analysis, the products of our biological machinery can be seen in our cognitive system, which includes our cognition, emotions and behaviors.

Around the 1950s psychologists began systematically to explore cognition to further understanding of human behavior. This shift in focus from studying observable behavior to studying mental processes, such as memory and perception, is called “the cognitive revolution”. Cognitive psychologists suggested that humans form internal mental representations that guide behavior, and they developed a range of research methods to study these. In recent years, researchers within social and cultural psychology have
used findings from cognitive psychologists to understand how mental processes may be influenced by social and cultural factors.

Cognitive psychology represents a vast array of research areas including cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience. Topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied. Cognitive psychologists use traditional research methods (for example, experiments and verbal protocols) but there is an increasing focus on the use of modern technology.

Cognitive psychologists collaborate increasingly with neuroscientists, social psychologists and cultural psychologists in order to explore the complexity of human cognition. This approach is illustrated in the field of cultural and social cognitive neuroscience, indicating the complementary nature of social, cognitive and biological levels of analysis. Research that integrates these three levels can develop more meaningful theories to explain the mechanisms underlying complex behavior and the mind.

## **The Socio-Cultural Level of Analysis**

At the third level of analysis, the **biological** and **cognitive** systems that make up the individual are **embedded** in an even larger system of interrelationships with other individuals. At its beginning, psychology largely confined itself to the study of the individual acting alone. As the discipline matured, a few psychologists recognized that human behavior could be fully understood only if the **social context** in which behavior occurred was also taken into account. This recognition led to many investigations of social influence, that is, how the presence and behavior of one or a few people affect the behavior and attitudes of another individual. It also provided a broader context for exploring topics such as aggression and helping behavior that had largely been regarded as individual personality traits.

Although there has long been an exchange between the sciences of psychology and anthropology, the study of culture has largely been the province of anthropology. Recently, as many societies have become more multicultural, the need to understand the **effect of culture** on a person’s behavior has risen to a new prominence. Social psychologists saw the need not only to achieve **an understanding of the role of culture in human behavior,** but also to devise means for alleviating problems that arise from misunderstandings when individuals from different cultures come into contact with each other.

In what appeared to be a contrary movement, as social psychologists turned their attention to exploring the power of culture, other investigators were focusing attention on the biological bases of human social behavior: the role played by genes. These investigators explained important social behaviors as special adaptations to becoming social organisms acquired throughout the course of human evolution. As social psychologists continue to integrate the **biological and cultural contributions to social behavior**, there is a general consensus in the discipline of psychology that a **synthesis** of the biological, cognitive and sociocultural levels of analysis holds out the greatest promise of bringing us closer to the goal of more fully understanding the nature of the **complex interacting systems** that make up the human being.

**Health Psychology**
Over the past century the relationship between behaviour and individual health has attracted attention because of an increase in diseases caused by personal habits. Health psychology is concerned with how different factors, such as lifestyle and social context, may influence health and illness. One of the goals of health psychology is to promote an understanding of behaviour that leads to a healthier lifestyle.

The health psychology option focuses on stress, substance abuse, addiction, obesity and health promotion. Health psychologists have investigated causes of health problems such as stress, substance abuse, addiction, overeating and obesity in order to find ways to counter their damaging consequences and prevent their occurrence. One of the benefits of this research is an improved understanding of the relationship between environmental and biological factors as well as cognition in determining individual behaviour. This helps in the development of prevention and treatment strategies, for example, in terms of understanding how people value their health. It also enables health promotion campaigns to be more efficiently designed. There are differences in attitudes towards health-related behaviour among different cultures, as well as variations in the incidence of health problems such as stress, eating disorders and substance abuse. It is important for health psychologists to take these factors into account.

Sources: Diploma Programme Psychology Guide for first exams 2011, International Baccalaureate Organization 2009; Brian Freeman