



Mountain Range High School  
 12500 Huron Street • Westminster, CO 80234  
 Office: (720) 972-6300 • Fax: (720) 972-6529  
<http://www.mountainrange.adams12.org>



<b>School Year</b>	2020-2021	<b>Teacher Name</b>	Alisha Cody
<b>Office</b>	C-228, North Side		
<b>ACCESS Room</b>	C-111	<b>Office Hours</b>	Period 1, 7 & 8
<b>Phone</b>	720-972-6380	<b>Room</b>	C-111
<b>Email Address</b>	alisha.cody@adams12.org		

<b>Course Name</b>	<b>AP Psychology</b>
<b>Course Description</b>	Psychology is the scientific exploration of human behavior. This course is designed to introduce students to the systematic study of human behavior and experience through study of the major perspectives in this field. Students will gain an understanding of the methods used in development and verification of these theories based on human and animal behavior. The course is designed to prepare students for the Advanced Placement Examination in Psychology.

Grade Reporting Criteria/Weights	
<b>Content</b>	<b>62%</b>
<b>Skills</b>	<b>28%</b>
<b>Practice</b>	<b>10%</b>
Grades are based on achievement of Content Standards and Grade Level Expectations. *Weekly progress grades are posted at <a href="https://ic.adasm12.org/campus/portal/adams12.isp">https://ic.adasm12.org/campus/portal/adams12.isp</a>  *Multiple opportunities will be provided for students who earn a 1 or 2 which will require completion of unit text work where then test corrections can be completed to increase assessment grade. Test corrections must be completed within 2 weeks from the original assessment date in addition to having completed the text work. *For students who receive a 2 or above test corrections can be completed to improve overall score upon completion of text work.	
<b>General Expectations</b>	
<ul style="list-style-type: none"> <li>Grades are based upon the demonstration of proficiency on units associated within specific grade reporting criteria.</li> <li><b>Assessment: 100%</b> Assessments are a means to determine a student's mastery and understanding of information, skills, concepts, or processes.</li> <li><b>Practice: 10%</b> Practice includes opportunities for students to receive clear, specific, and timely feedback as they are developing knowledge and skills, prior to Assessments. Practice marks will be based on proficiency levels.</li> <li>Assessments will be graded based on teacher/district/state rubrics.</li> </ul>	
<b>Class Expectations</b>	
<b>Missing or incomplete assignments/assessments for this course:</b> Superintendent Policies 6280 Homework and 6281 Make-Up Work will be followed for this course. They state that it is the student's responsibility to request and obtain missing work. When a student has an excused absence, the student has the same number of days they were absent plus one day to make up assignments. Students who are unexcused may not be able to receive feedback from Practice prior to required assessments. <b>Students are held to the Academic Integrity Policy for Mountain Range High School.</b>	

Assessment/Practice Proficiency Levels	
<b>4</b>	Advanced Understanding of the Standard
<b>3</b>	Meets the Standard
<b>2</b>	Approaches the Standard
<b>1</b>	Does not Meet the Standard

Course Grade Scale	
<b>A</b>	89.5 - 100
<b>B</b>	79.5 - 89.4
<b>C</b>	69.5 - 79.4
<b>D</b>	59.5 - 69.4
<b>F</b>	0 - 59.4



Unit of Study	Content Standards/Grade Level Expectations	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
History & Scope of Psychology	<ul style="list-style-type: none"> <li>• Recognize how philosophical and physiological perspectives shaped the development of psychology.</li> <li>• Describe and compare different theoretical approaches in explaining behavior.</li> <li>• Recognize the strengths and limitations of applying theories to explain behavior.</li> <li>• Distinguish the different domains of psychology.</li> <li>• Identify major historical figures in psychology .</li> <li>• Differentiate types of research with regard to purpose, strengths, and weaknesses.</li> <li>• Describe how research design drives the reasonable conclusions that can be drawn.</li> <li>• Identify independent, dependent, confounding, and control variables in experimental designs.</li> <li>• Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</li> <li>• Predict the validity of behavioral explanations based on the quality of research design.</li> <li>• Distinguish the purposes of descriptive statistics and inferential statistics.</li> <li>• Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating descriptive statistics.</li> <li>• Discuss the value of reliance on operational definitions and measurement in behavioral research.</li> <li>• Identify how ethical issues inform and constrain research practices.</li> <li>• Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</li> </ul>	2 Weeks	Mid-September
Social Psychology	<ul style="list-style-type: none"> <li>• Apply attribution theory to explain motives.</li> <li>• Describe the structure and function of different kinds of group behavior.</li> <li>• Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</li> <li>• Discuss attitudes and how they change.</li> <li>• Predict the impact of the presence of others on individual behavior.</li> <li>• Describe processes that contribute to differential treatment of group members.</li> <li>• Articulate the impact of social and cultural categories on self-concept and relations with others.</li> <li>• Anticipate the impact of behavior on a self-fulfilling prophecy.</li> <li>• Describe the variables that contribute to altruism, aggression, and attraction.</li> <li>• Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</li> <li>• Identify important figures in social psychology.</li> </ul>	3 Weeks	Beginning October
Neuroscience/ Biological Bases of Behavior	<p>Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.</p> <ul style="list-style-type: none"> <li>• Discuss the influence of drugs on neurotransmitters</li> <li>• Discuss the effect of the endocrine system on behavior.</li> </ul> <p>Describe the nervous system and its subdivisions and functions:</p> <ul style="list-style-type: none"> <li>— central and peripheral nervous systems;</li> <li>— major brain regions, lobes, and cortical areas;</li> <li>— brain lateralization and hemispheric specialization.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the role of neuroplasticity in traumatic brain injury.</li> <li>• Recount historic and contemporary research strategies and technologies that support research.</li> <li>• Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.</li> <li>• Predict how traits and behavior can be selected for their adaptive value.</li> </ul>	3 Weeks	End October



Human Development	<ul style="list-style-type: none"> <li>• Discuss the interaction of nature and nurture in the determination of behavior.</li> <li>• Explain the process of conception and gestation, including factors that influence successful fetal development.</li> <li>• Discuss maturation of motor skills.</li> <li>• Describe the influence of temperament and other social factors on attachment and appropriate socialization.</li> <li>• Explain the maturation of cognitive abilities.</li> <li>• Compare and contrast models of moral development.</li> <li>• Discuss maturational challenges in adolescence, including related family conflicts.</li> <li>• Explain how parenting styles influence development.</li> <li>• Characterize the development of decisions related to intimacy as people mature.</li> <li>• Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.</li> <li>• Describe how sex and gender influence socialization and other aspects of development.</li> <li>• Identify key contributors in developmental psychology.</li> </ul>	5 Weeks	Mid/End November
Sensation & Perception	<ul style="list-style-type: none"> <li>• Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.</li> <li>• Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</li> <li>• Explain common sensory disorders.</li> <li>• Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.</li> <li>• Discuss how experience and culture can influence perceptual processes.</li> <li>• Explain the role of top-down processing in producing vulnerability to illusion.</li> <li>• Discuss the role of attention in behavior.</li> <li>• Challenge common beliefs in parapsychological phenomena.</li> <li>• Identify the major historical figures in sensation and perception.</li> </ul>	4 Weeks	Mid December
States of Consciousness	<ul style="list-style-type: none"> <li>• Describe various states of consciousness and their impact on behavior.</li> <li>• Discuss aspects of sleep and dreaming:               <ul style="list-style-type: none"> <li>— stages and characteristics of the sleep cycle;</li> <li>— theories of sleep and dreaming;</li> <li>— symptoms and treatments of sleep disorders.</li> </ul> </li> <li>• Describe historic and contemporary uses of hypnosis.</li> <li>• Explain hypnotic phenomena.</li> <li>• Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.</li> <li>• Discuss drug dependence, addiction, tolerance, and withdrawal.</li> <li>• Identify the major figures in consciousness research.</li> </ul>	2 Weeks	Mid January
Learning	<ul style="list-style-type: none"> <li>• Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</li> <li>• Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.</li> <li>• Predict the effects of operant conditioning.</li> <li>• Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.</li> </ul>	3 Weeks	Beginning / Mid February



	<ul style="list-style-type: none"> <li>• Interpret graphs that exhibit the results of learning experiments.</li> <li>• Provide examples of how biological constraints create learning predispositions.</li> <li>• Describe the essential characteristics of insight learning, latent learning, and social learning.</li> <li>• Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</li> <li>• Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</li> <li>• Identify key contributors in the psychology of learning.</li> </ul>		
Cognition & Language	<ul style="list-style-type: none"> <li>• Compare and contrast various cognitive processes:               <ul style="list-style-type: none"> <li>— effortful versus automatic processing;</li> <li>— deep versus shallow processing;</li> <li>— focused versus divided attention.</li> </ul> </li> <li>• Describe and differentiate psychological and physiological systems of memory.</li> <li>• Outline the principles that underlie effective encoding, storage, and construction of memories.</li> <li>• Describe strategies for memory improvement.</li> <li>• Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</li> <li>• Identify problem-solving strategies as well as factors that influence their effectiveness.</li> <li>• List the characteristics of creative thought and creative thinkers.</li> <li>• Identify key contributors in cognitive psychology.</li> </ul>	5 Weeks	Mid March
Motivation & Emotion	<ul style="list-style-type: none"> <li>• Identify and apply basic motivational concepts to understand the behavior of humans and other animals.</li> <li>• Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</li> <li>• Compare and contrast motivational theories, including the strengths and weaknesses of each.</li> <li>• Describe classic research findings in specific motivation systems</li> <li>• Discuss theories of stress and the effects of stress on psychological and physical well-being.</li> <li>• Compare and contrast major theories of emotion.</li> <li>• Describe how cultural influences shape emotional expression, including variations in body language.</li> <li>• Identify key contributors in the psychology of motivation and emotion.</li> </ul>	2 Weeks	Beginning April
Personality	<ul style="list-style-type: none"> <li>• Compare and contrast the major theories and approaches to explaining personality.</li> <li>• Describe and compare research methods that psychologists use to investigate personality.</li> <li>• Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments.</li> <li>• Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.</li> <li>• Identify key contributors to personality theory.</li> </ul>	4 Weeks	End April
Abnormal Behavior	<ul style="list-style-type: none"> <li>• Describe contemporary and historical conceptions of what constitutes psychological disorders.</li> <li>• Recognize the use of the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.</li> </ul>	2 Weeks	Mid May



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	<ul style="list-style-type: none"> <li>• Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.</li> <li>• Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.</li> <li>• Identify the positive and negative consequences of diagnostic labels.</li> <li>• Discuss the intersection between psychology and the legal system.</li> </ul>		
<p>Treatment &amp; Therapies</p>	<ul style="list-style-type: none"> <li>• Describe the central characteristics of psychotherapeutic intervention.</li> <li>• Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.</li> <li>• Compare and contrast different treatment formats.</li> <li>• Summarize effectiveness of specific treatments used to address specific problems.</li> <li>• Discuss how cultural and ethnic context influence choice and success of treatment.</li> <li>• Describe prevention strategies that build resilience and promote competence.</li> <li>• Identify major figures in psychological treatment.</li> </ul>	<p>2 Weeks</p>	<p>Mid May</p>