

**Weekly Agenda**  
**April 18-22, 2016**

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, April 18	<p><b>Medical Treatment for Abnormal Behavior</b></p> <ul style="list-style-type: none"> <li>Examine the ways in which the treatment of abnormal behavior is (and was) treated by the medical model:</li> <li>Electroconvulsive Shock Therapy</li> <li>Insulin Shock Therapy</li> <li>Light Exposure Therapy</li> <li>Psychosurgery               <ul style="list-style-type: none"> <li>Full or Partial Lobotomies</li> </ul> </li> </ul>	<p><b>Psychopharmacology</b></p> <ul style="list-style-type: none"> <li>Determine the ways in which serious psychological abnormalities are treated by medicine               <ul style="list-style-type: none"> <li>Lithium, Antipsychotics, Antidepressant Drugs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Study for Units 12-13 Exam</li> <li>Ensure video notes between 4/12 and 4/15 are available               <ul style="list-style-type: none"> <li><b>2 sets of notes collected on Tuesday, 4/18</b></li> </ul> </li> </ul>
Tuesday, April 19	<ul style="list-style-type: none"> <li><b>Units 12-13 MC Exam</b></li> </ul>	<p><b>FRQ Activity</b></p> <ul style="list-style-type: none"> <li>Students pre-write and electronically construct an FRQ response.</li> <li>Responses need to be uploaded to TurnItIn to be made available for PeerMark analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Read Myers, Mods 74-75. Take notes using the guidelines outlined below.               <ul style="list-style-type: none"> <li><b>Subject to collection on Wednesday, 4/20</b></li> </ul> </li> <li>Login to TurnItIn to complete guided peer evaluation of FRQ submitted in class.               <ul style="list-style-type: none"> <li><b>Submit online to TurnItIn by 8:00 AM on Wednesday, 4/20.</b></li> </ul> </li> </ul>
Wednesday, April 20	<p><b>Social Psychology</b></p> <ul style="list-style-type: none"> <li>Introduction to Social Psychology               <ul style="list-style-type: none"> <li>Explain "Person Perception"</li> <li>Explore five concepts related to social psychology.</li> </ul> </li> </ul>	<p><b>Conformity and Obedience</b></p> <ul style="list-style-type: none"> <li>Determine how the Stanford Prison Experiment can be viewed as an essential study of Conformity and Obedience</li> <li>View "<a href="#">Quiet Rage</a>," about the Stanford Prison Experiment</li> <li>Essential Question:               <ul style="list-style-type: none"> <li>To what extent does the SPE reveal insights about conformity to expectations and obedience to the point of individual detriment?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read Myers, Mods 76-77, and complete notes using the guidelines outlined below.</li> <li>Watch Crash Course Psychology, "<a href="#">Social Thinking</a>." Take detailed video notes according to the guidelines listed below.               <ul style="list-style-type: none"> <li><b>Possible collection on Thursday, 4/21</b></li> </ul> </li> </ul>
Thursday, April 21	<ul style="list-style-type: none"> <li><b>"But Everyone Else is Doing It!?"</b></li> <li>Finish viewing "<a href="#">Quiet Rage</a>," and discuss what students feel was revealed by the Stanford Prison Experiment.</li> <li>Explore the topics of Social Influence, Compliance, Obedience, Conformity, Asch's studies on Conformity.               <ul style="list-style-type: none"> <li>Consider: can the Milgram Experiment be replicated today?</li> <li>Do people really alter their beliefs to "please" the group?</li> </ul> </li> </ul>	<p><b>Is it Possible to Be "Color Blind?"</b></p> <ul style="list-style-type: none"> <li>View Crash Course, <a href="#">Prejudice and Discrimination</a>."</li> <li>Explore evidence that there is a cognitive basis for racist behavior.</li> <li>Examine: priming effect, Piaget and schema, group bias', and possible evolutionary bases.</li> </ul>	<ul style="list-style-type: none"> <li>Read Myers Mods 78-79 and complete notes using the guidelines outlined below.</li> <li>Watch the Crash Course video "<a href="#">Social Influence</a>." Take detailed video notes according to the guidelines listed below.               <ul style="list-style-type: none"> <li><b>Possible collection on Friday, 4/22</b></li> </ul> </li> </ul>
Friday, April 22	<p><b>Caring is Sharing until I Fight You..."</b></p> <ul style="list-style-type: none"> <li>Altruism vs. Aggressiveness: examine the ways in which people can vacillate between the extremes.               <ul style="list-style-type: none"> <li>Examine the age old argument: are people inherently born "good?" Examine "<a href="#">The Baby Lab</a>" to find out.</li> </ul> </li> </ul>	<p><b>Fun Response Question:</b></p> <ul style="list-style-type: none"> <li>Students pre-write and electronically construct an FRQ response.</li> <li>Responses need to be uploaded to TurnItIn to be made available for PeerMark analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Read Myers, Mod 80, and take notes using the guidelines outlined below.</li> <li>And, watch Crash Course, "<a href="#">Aggression vs. Altruism</a>," Take detailed video notes according to the guidelines listed below.               <ul style="list-style-type: none"> <li><b>Subject to collection on Monday, 4/25.</b></li> </ul> </li> <li>And, complete Peer Evaluation of FRQ. You are graded on your evaluation, according to the quality of your work.               <ul style="list-style-type: none"> <li><b>Due Monday, 4/25, at 8:00 AM.</b></li> <li><b>Don't Forget: Unit Test on Tuesday (?)</b></li> </ul> </li> </ul>

**Special Notes (see page 2 for guidelines):**

- AP EXAM REVIEW: SATURDAY AFTERNOON, 12:45—3:00 (Full-Length Multiple Choice Test admin, grading, and review.)**
- Unit 14 Test on Tuesday, 4/25 (Multiple Choice Only; not as long as other tests.)
- AP Exam on Monday, 5/2.

**Video Note-taking Guidelines:**

Take detailed outlined notes from any video and ensure that they are ***separate from*** your Module notes. At the end of the notes, you will need to provide a comprehensive summary (in your own words) of the video's content (not just "we learned about Freud") as well as indicate which key terms (from your unit guide) were included.

**Module Note-taking Guidelines:**

For reading assignments, take detailed notes in outline form, like before, but frame your outline with the questions from [the Units 12-13 Guide](#). Your job will be to decide which of those questions apply each particular module. Additionally, ensure that key vocabulary is highlighted or underlined. Remember: detail doesn't mean that you outline the module, literally sentence-by-sentence. It means, instead, that you look link terms to examples of those terms, or with statements that describe why those terms are important.