



**Grades 11/12 Advanced Placement Psychology Curriculum  
Guide  
Updated June 2022**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques,  
strategies, and materials as per an individual student's  
Individualized Educational Plan (IEP)*

**Approved by the Wayne Township Board of Education at the  
regular meeting held on November 15, 2018.**

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 1: History and Approaches</b>
<b>Time Frame</b>	<b>1 Week</b>

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**New Jersey State Learning Standards (NJSLS):**

**Social Studies Practices.** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 6.3 Active Citizenship in the 21st Century.** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Standard 8.2 Design Thinking.** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)**

**Unit Overview**

Unit I examines the history of psychology and the research methodologies psychologists use to study behavior and mental processes. Students often have preconceptions about what psychologists do. They will likely think that psychologists only listen to people's problems or analyze dreams. Although some psychologists do these things, they also study the mechanisms of memory, the importance of sleep, the effects of drug use and

abuse, or the biology of depression. Studying this unit will help students expand their view of what psychology is and what psychologists do.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

### **Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

### **NJSLS:**

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### **Progress Indicators- Reading and Writing Grades 11-12**

#### **APA Content Standard: Perspectives in Psychological Science**

**Content Standard 1:** Development of psychology as an empirical science

1.1 Define psychology as a discipline and identify its goals as a science.

1.2 Describe the emergence of psychology as a scientific discipline.

1.3 Describe perspectives employed to understand behavior and mental processes.

1.4 Explain how psychology evolved as a scientific discipline.

**Content Standard 2: Major subfields within psychology**

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals.

2.2 Describe the major subfields of psychology.

2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

#### **APA Content Standard Area: Vocational Applications**

**Content Standard 1: Career options**

1.1 Identify careers in psychological science and practice.

1.2 Identify careers related to psychology.

**Content Standard 2: Educational requirements**

2.1 Identify degree requirements for psychologists and psychology-related careers.

2.2 Identify resources to help select psychology programs for further study.

**Content Standard 3: Vocational applications of psychological science**

3.1 Discuss ways in which psychological science addresses domestic and global issues.

3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.

### **Intended Outcomes - {Essential Questions}**

- Is psychology a science?
- What questions can psychologists answer better than other scientists?
- Is a science defined by its methodologies?

- Are there behaviors or mental processes that do not fall under the umbrella of psychological science?
- How do both nature and nurture influence behavior and mental processes?
- How can biology, psychology, and socio-cultural influences explain a particular behavior or mental process?
- Why would psychologists be interested in behavior and mental processes that are not about mental illness?
- What is the value of basic research?
- Is there a career choice that would not be informed by psychological science?
- How can knowledge of psychological science inform a person's career?
- How can knowledge of psychological science help people live better lives?

### Enduring Understandings

- The ways in which psychology has developed into a scientific discipline
- The important scientists and thinkers who have been influential in
- The development of psychology as a science
- The enduring questions psychologists seek to answer
- The levels of scientific analysis psychologists use to answer questions and explore issues
- The specific subfields that have evolved to study different types and genres of behavior and mental processes

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	T	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify the ways in which psychology has developed into a scientific discipline
- Identify the important scientists and thinkers who have been influential in the development of psychology as a science
- Examine the enduring questions psychologists seek to answer
- Explore the levels of scientific analysis psychologists use to answer questions and explore issues
- Differentiate between the specific subfields that have evolved to study different types and genres of behavior and mental processes
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
assessments with an \*

**Denote required common**

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

<i>Activities</i>	Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects. Summer assignment applying seven approaches to a case study Story of Cupid and Psyche Group activity applying psychological subfields to case studies
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A

### Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Research Methods in Psychology</b>
<b>Time Frame</b>	<b>2 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing   i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLs):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a></p>	
<b>Unit Overview</b>	
<p>Unit 2 focuses on the different methods psychologists use as they scientifically explore behavior and mental processes. Students need to leave a course in psychology knowing one important fact: Psychology is a science. Psychologists use the scientific method to investigate phenomena. Some psychologists conduct experiments to see whether one variable causes another. Other psychologists conduct surveys measuring people's opinions or their reactions to various stimuli. Still others interview people with mental illness or who have experienced trauma to determine better ways to diagnose and treat disorders. Using these methods helps psychologists describe, explain, and predict behavior better.</p>	
<b>Standard Number(s)      * i.e: Math: 3.NBT.1      i.e.: RL 8.1</b>	
<p><b>Social Studies Practices</b></p> <p>Developing Questions and Planning Inquiry</p> <p>Seeking Diverse Perspectives</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusion</p>	

**NJSLS:**

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

**Progress Indicators- Reading and Writing Grades 11-12****APA Content Standard: Research Methods, Measurements, Statistics****Content Standard 1: Research methods and measurements used to study behavior and mental processes**

- 1.1 Describe the scientific method and its role in psychology.
- 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
- 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.
- 1.4 Discuss how and why psychologists use non-human animals in research.

**Content Standard 2: Ethical issues in research with human and non-human animals**

- 2.1 Identify ethical standards psychologists must address regarding research with human participants.
- 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.

**Content Standard 3: Basic concepts of data analysis**

- 3.1 Define descriptive statistics and explain how they are used by psychological scientists.
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists.
- 3.3 Define correlation coefficients and explain their appropriate interpretation.
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.
- 3.5 Explain other statistical concepts, such as statistical significance and effect size.
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis.

**Intended Outcomes - {Essential Questions}**

- How can the scientific method help us draw more informed conclusions?
- In what ways is our confidence in our predictions often wrong?
- Why is it important to understand how randomness works?
- Why is curiosity important to a psychologist?
- Why is skepticism important to a psychologist?
- Why is humility important to a psychologist?
- Why is critical thinking important to science?
- What value does critical thinking provide to the scientific process?
- How does the popular conception of a “theory” differ from the scientific use of the term?
- Why are operational definitions important to the scientific process?
- Why is replication such an important function of science?
- How can a descriptive research method advance knowledge of a behavior or mental process?
- Why is the value of knowing that 2 variables are related?
- Why is correlation not the same as causation?
- Why is it important to know how 2 variables influence each other?
- Why is randomness important to experimentation?



- Why is it important to control variables in an experiment?
- How can knowing about statistics help you make more informed decisions?
- How does knowledge of the properties of the normal curve and central tendency help you make more informed decisions?
- What are the limits of descriptive statistics?
- Why is it important to know that a difference between variables is significant?
- Why should a sample represent the population?
- What can psychological science tell us about everyday life?
- Should all psychology studies be conducted ethically?
- Why does following ethical procedures matter?

### Enduring Understandings

- Limitations of human intuition and how bias affects scientific research
- Research approaches (observation, experimentation, case studies, surveys)
- Know the limits of positive and negative correlations as related to causation and scientific conclusions
- Methodology of data collection and basic statistical analysis (central tendency, standard deviation, frequency distribution)
- Ethical guidelines for human and animal research

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain how scientifically derived answers are more valid than those derived from intuition or common sense
- Identify the 3 main components of the scientific attitude and their relation to critical thinking
- Describe the role of theories in psychological science
- Describe and use scientific methods to observe, describe, explain and predict behavior
- Understand the difference between correlational and experimental methods
- Understand the importance of random sampling and grouping techniques
- Describe the different statistical measures and why they are used
- Appreciate the importance of following ethical guidelines for human and nonhuman research
- Evaluate the limits of the conclusions of each research methodology
- Perform naturalistic observation and report findings via a written narrative
- Describe the different statistical measures and why they are used



- Appreciate the importance of following ethical guidelines for human and nonhuman research
- Evaluate the limits of the conclusions of each research methodology
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

<i>Activities</i>	<p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.</p> <p>Google Sheets statistical analysis activity using student-collected data</p> <p>Diagramming of the normal curve using AP and WAIS test score ranges</p>
<i>Differentiation Strategies</i>	<p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

**Resources**

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- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Biological Bases of Behavior</b>
<b>Time Frame</b>	<b>3 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a></p>	
<b>Unit Overview</b>	
Unit 3 presents an overview of the biology of the nervous system, the main system involved in behavior and mental processes. The nervous system is incredibly complex, and the topics studied in this unit are only the beginning of what we know about how it all works to produce even the most basic of behaviors and cognitions. Unit 3 also examines the role of genetics and evolution in our understanding of ourselves.	
<b>Standard Number(s)      * i.e: Math: 3.NBT.1      i.e.: RL 8.1</b>	
<p><b>Social Studies Practices</b></p> <p>Developing Questions and Planning Inquiry</p> <p>Seeking Diverse Perspectives</p>	

Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

**NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Progress Indicators- Reading and Writing Grades 11-12**

**APA Content Standards Area: Biological Bases of Behavior**

**Content Standard 1: Structure and function of the nervous system in human and non-human animals**

1.1 Identify the major divisions and subdivisions of the human nervous system.

1.2 Identify the parts of the neuron and describe the basic process of neural transmission.

1.3 Differentiate between the structures and functions of the various parts of the central nervous system.

1.4 Describe lateralization of brain functions.

1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.

**Content Standard 2: Structure and function of the endocrine system**

2.1 Describe how the endocrine glands are linked to the nervous system.

2.2 Describe the effects of hormones on behavior and mental processes.

2.3 Describe hormone effects on the immune system.

**Content Standard 3: The interaction between biological factors and experience**

3.1 Describe concepts in genetic transmission.

3.2 Describe the interactive effects of heredity and environment.

3.3 Explain how evolved tendencies influence behavior.

**Content Standard 4: Methods and issues related to biological advances**

4.1 Identify tools used to study the nervous system.

4.2 Describe advances made in neuroscience.

4.3 Discuss issues related to scientific advances in neuroscience and genetics.

**Intended Outcomes - {Essential Questions}**

- Why is studying biology important to understanding psychology?
- Why is knowing about neural communication important?
- Why is knowing about the nervous system important?
- How do the endocrine system and nervous system interact?
- How have modern techniques of studying the brain helped our understanding of behavior and mental processes?
- Why are the parts of the brain that control more basic function called “older”?
- What qualities of the cortex differentiate humans from other animals?
- How are functions of the cortex different and similar to other animals?
- Why is it important for the brain to be plastic and regenerative?
- What can research of split brains tell us, or not tell us, about how the brain works?
- How do intact brains work differently from split brains?
- What are the benefits and drawbacks of dual processing?
- How important are your genes to your daily behavior and mental processes?

- How do studies of twins and adoptees inform us about the nature nurture issue?
- What is the promise of molecular genetics research?
- How does knowing the heritability of a trait help inform an individual about behavior and mental processes?
- How do heredity and environment work together?
- How much do natural selection and adaptation influence daily life?
- How is being genetically similar important?
- What is the value of evolutionary explanations for gender differences?
- How would you explain the nature-nurture issue to someone who has not studied psychology?

### Enduring Understandings

- Limitations of human intuition and how bias affects scientific research
- Research approaches (observation, experimentation, case studies, surveys)
- Know the limits of positive and negative correlations as related to causation and scientific conclusions
- Methodology of data collection and basic statistical analysis (central tendency, standard deviation, frequency distribution)
- Ethical guidelines for human and animal research

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Historical and modern understandings neuroanatomy and neurophysiology
- How nature and nurture influence behavior and mental processes
- The basic anatomy of the nervous and endocrine system
- The steps in the electrochemical process of neurotransmission
- The basic group of neurotransmitters that provide the foundation for mental processes
- The current technology utilized to study and image the brain and nervous system
- The basic functions of brain structures and their impact of behavior and mental processes
- Hemispheric lateralization and handedness
- The biology of consciousness and dual processing
- Genetic and gender influences on behavior
- Utility of twin studies in supporting heritability
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

**Denote required common**

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

## Teaching and Learning Activities

<i>Activities</i>	Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects. Neurotransmission circle activity (kinesthetic) Drawing and labeling of neuro-anatomical diagrams, with practice worksheets <i>Wagner Preference Inventory</i> (lateralization) Video clips of Gabby Giffords before and after traumatic brain injury from an assassination attempt (Broca's area and aphasia) Video of Gazzaniga's split brain research and demonstration of experiment Video of the hollow face illusion
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A

## Resources

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## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Sensation and Perception</b>
<b>Time Frame</b>	<b>2 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a></p>	
<b>Unit Overview</b>	
<p>Unit 4 will help students appreciate how sensation and perception interact to influence our thoughts and behaviors. The integrated processes of sensation and perception are the most basic ways we interact with the world. In this unit, we look first at the processes of sensation, the ways in which the sense organs receive signals from the environment. Next, perception is examined. The brain processes and organizes these signals in interesting ways. Most of the time, our perceptions reflect the reality of the world around us. Sometimes our own expectations and the brain's desire to organize cause our perceptions to differ from reality and allow illusions to fool us. By studying how we sense and perceive the world, we can understand more about ourselves and the world around us.</p>	

**Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

**NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).

**Progress Indicators- Reading and Writing Grades 11-12**

**APA Content Standard: Sensation and Perception**

**Content Standard 1: The processes of sensation and perception**

1.1 Discuss processes of sensation and perception and how they interact.

1.2 Explain the concepts of threshold and adaptation.

**Content Standard 2: The capabilities and limitations of sensory processes**

2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.

2.2 Describe the visual sensory system.

2.3 Describe the auditory sensory system.

2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).

**Content Standard 3: Interaction of the person and the environment in determining perception**

3.1 Explain Gestalt principles of perception.

3.2 Describe binocular and monocular depth cues.

3.3 Describe the importance of perceptual constancies.

3.4 Describe perceptual illusions.

3.5 Describe the nature of attention.

3.6 Explain how experiences and expectations influence perception.

**Intended Outcomes - {Essential Questions}**

- What are the implications of having the ability to attend selectively to stimuli?
- What are the implication of sensory information not getting transformed and delivered to the brain properly?
- Why are thresholds important to our ability to interact with the world around us?
- How does sensory adaptation help people day-to-day?
- What are some benefits and drawbacks of a perceptual set?
- How influential is context on our sensation and perception?
- What are the implications of emotions and motivation influencing sensation and perception?
- How is light important to vision?
- What are the most important aspects of light that make vision possible?



- How do feature detectors and parallel processing affect our visual perception?
- How do we see color?
- How do we organize visual information in particular ways?
- How does this type of organization help us understand the world around us?
- How does losing or regaining vision affect perception?
- How does perceptual adaptation help us day-to-day?
- How are sound waves important to hearing?
- What are the most important aspects of sound waves that make hearing possible?
- What aspects of the ear make hearing possible?
- Is touch a sensory system that is taken for granted?
- What is the importance of pain in our lives?
- How does our sense of taste affect other aspects of our lives?
- What is the importance of smell in daily life?
- How can knowing about our body position and movement be important?
- Why is sensory interaction important?

### Enduring Understandings

- Relationship between sensation and perception
- Top-down and bottom-up processing
- Signal detection theory, selective attention and limits of focus
- Perceptual set and how it relates to the pseudoscience of mentalism
- The anatomy and physiology of the visual and auditory systems
- Theories of color and pitch detection
- Monocular and binocular cues and their relationship with visual art
- Olfaction, kinesthesia, and the gate control theory of pain

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/> X	Environmental Literacy	<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> X	Health Literacy	<input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/> X	Civic Literacy	<input type="checkbox"/> E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Differentiate between sensation and perception, understanding that these processes are interrelated
- Understand how much information can be processed at any given point in time
- Discuss basic sensory concepts, such as thresholds and adaption
- Appreciate how expectation, contexts, emotions, and motivation influence perceptions
- Evaluate claims of ESP and the conclusions drawn from research on those claims
- Explain how the eyes receive, process, and transform light signals
- Differentiate among the theories that explain our sensation and perception of color
- Describe gestalt perceptual principles, including figure-ground and grouping principles

- Differentiate among the binocular and monocular depth cues that help us perceive 3D and motion
- Understand how perceptual constancies help us create meaning from sensory signals
- Describe research on restored vision, sensory restriction, and perceptual adaptation and how it contributes to our understanding of perception
- Explain how the ears process sound waves, contributing to our perception of pitch and sound location
- Describe how the senses of touch, pain, taste, smell, and body position and movement work
- Explain how the senses interact
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

Online texting while driving and stroop effect activities

Drawing and labeling of diagrams of the visual and auditory process/system

Videos on inattentional and change blindness

One handed/one eyed catch with tennis ball (monocular/binocular) (kinesthetic)

Cold reading/mentalism demonstration

Optical illusion demonstrations

Virtual haircut audio clip

*Differentiation Strategies*

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

Flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)

Level of independence

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

	<a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A
<b>Resources</b>	
<ul style="list-style-type: none"> <li>Myers, David G. and Amy C. Fineburg (2014). <i>Myers' Psychology for AP</i>. New York, NY: BFW/Worth Publishers.</li> <li>Herzig, et al (2014). <i>Strive for a 5: Preparing for the AP Psychology Examination</i>. New York, NY: BFW/Worth Publishers.</li> <li>Myers, David G., et al (2014). <i>Teacher Resources DVD-ROM for Myers' Psychology for AP</i> New York, NY: BFW/Worth Publishers.</li> <li>Various district databases, DVDs, and online resources of teachers choice</li> </ul>	

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 5: States of Consciousness</b>
<b>Time Frame</b>	<b>2 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLs):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	

## Anchor Companion Standards (Reading and Writing Grades 11-12)

### Unit Overview

Unit 5 explores the different states of consciousness humans experience. Being conscious involves a complex mix of different levels of awareness and wakefulness. This even includes times during which we are not aware or even awake. This unit explores several types of consciousness beyond our being aware and awake: hypnosis, sleep, and the influence of psychoactive drugs. Each state of consciousness has its own biological and psychological effects on our awareness and wakefulness.

**Standard Number(s)** \* i.e.: **Math: 3.NBT.1** i.e.: **RL 8.1**

#### **Social Studies Practices**

Developing Questions and Planning Inquiry  
Seeking Diverse Perspectives  
Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

#### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.  
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## Progress Indicators- Reading and Writing Grades 11-12

### **APA Content Standard Area: Consciousness**

#### **Content Standard 1: The relationship between conscious and unconscious processes**

1.1 Identify states of consciousness.  
1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

#### **Content Standard 2: Characteristics of sleep; theories that explain sleep and dreams**

2.1 Describe the circadian rhythm and its relation to sleep.  
2.2 Describe the sleep cycle.  
2.3 Compare theories about the functions of sleep.  
2.4 Describe types of sleep disorders.  
2.5 Compare theories about the functions of dreams.

#### **Content Standard 3: Categories of psychoactive drugs and their effects**

3.1 Characterize the major categories of psychoactive drugs and their effects.  
3.2 Describe how psychoactive drugs act at the synaptic level.  
3.3 Evaluate the biological and psychological effects of psychoactive drugs.  
3.4 Explain how culture and expectations influence the use and experience of drugs.

#### **Content Standard 4: Other states of consciousness**

4.1 Describe meditation and relaxation and their effects.  
4.2 Describe hypnosis and controversies surrounding its nature and use.  
4.3 Describe flow states.

### **Intended Outcomes - {Essential Questions}**

- What does it mean to be conscious?

- What is hypnosis?
- How do biological rhythms affect daily everyday life?
- Why do we sleep?
- If sleep is important, why do some people avoid it?
- How do sleep disorders affect daily life?
- Are dreams important to daily life?
- How does the misuse of drugs affect daily life?
- Why is it important to know about the different types of psychoactive drugs?

### Enduring Understandings

- The difference between consciousness, and the historical and modern understanding of the unconscious mind
- Theories and legitimacy of hypnosis as a treatment
- Sleep cycles, patterns, deprivation and disorders, and their impact on health and wellness
- Biological bases of sleep and accompanying theories
- Dream theories
- The different classes of psychoactive drugs
- Biopsychosocial factors of psychoactive drug use, tolerance, dependency and withdrawal

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
	<b>Global Awareness</b>	<b>E</b>	<b>Creativity and Innovation</b>
<b>X</b>	<b>Environmental Literacy</b>	<b>A</b>	<b>Critical Thinking and Problem Solving</b>
<b>X</b>	<b>Health Literacy</b>	<b>A</b>	<b>Communication</b>
<b>X</b>	<b>Civic Literacy</b>	<b>E</b>	<b>Collaboration</b>
	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe how people have been fascinated with the study of consciousness throughout history
- Define hypnosis and how the process generally works
- Debate whether hypnosis is an altered state of consciousness
- Describe how the body's biological rhythms influence daily life
- Outline the different stages of sleeping and dreaming
- Analyze the different biological and environmental influences on our sleep patterns
- Explain why sleep is important
- Evaluate the effects of sleep loss
- Identify major sleep disorders
- Understand common dream content
- Explain why we might dream
- Describe how tolerance and addiction work physiologically and psychologically
- Understand common misconceptions about addiction
- Identify and describe the effects of depressants
- Identify and describe the effects of stimulants

- Identify and describe the effects of hallucinogens
- Practice testing strategies and writing approaches in preparation for the AP test

### **Assessments (Pre, Formative, Summative, Other)**

***Denote required common assessments with an \****

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### **Teaching and Learning Activities**

<i>Activities</i>	<p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.</p> <p>7-day Sleep Diary</p> <p><i>Hypnosis and Heightened Suggestibility and The Relaxation Response</i> demonstration (progressive relaxation and hypnosis)</p> <p><i>The Sleep IQ Test</i></p> <p>Case studies on sleep deprivation</p> <p>University of Utah's Mouse Party (synaptic effects of drugs)</p>
<i>Differentiation Strategies</i>	<p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

### **Resources**

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.

- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 6: Conditioning and Learning</b>
<b>Time Frame</b>	<b>1 Week</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	
<b><u><a href="#">Anchor Companion Standards (Reading and Writing Grades 11-12)</a></u></b>	
<b>Unit Overview</b>	
Unit 6 teaches students the fundamentals of how people and animals learn. Classical conditioning shows how associations between stimuli lead to learning. This type of learning has helped psychologists understand how basic fears are developed. Operant conditioning shows how consequences inform our behaviors, leading	



to us learning desirable behaviors. Operant conditioning has helped psychologists explain and modify undesirable behaviors into desirable ones. Observational learning shows how role models and imitation lead to learning.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

### **Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### **Progress Indicators- Reading and Writing Grades 11-12**

### **APA Content Standard: Learning**

#### **Content Standard 1: Classical conditioning**

1.1 Describe the principles of classical conditioning.

1.2 Describe clinical and experimental examples of classical conditioning.

1.3 Apply classical conditioning to everyday life.

#### **Content Standard 2: Operant conditioning**

2.1 Describe the Law of Effect.

2.2 Describe the principles of operant conditioning.

2.3 Describe clinical and experimental examples of operant conditioning.

2.4 Apply operant conditioning to everyday life.

#### **Content Standard 3: Observational and cognitive learning**

3.1 Describe the principles of observational and cognitive learning.

3.2 Apply observational and cognitive learning to everyday life.

### **Intended Outcomes - {Essential Questions}**

- How do we learn?
- How can people know what they've learned?
- How are associations important to learning?
- How are consequences important to learning?
- What are the most important aspects of Skinner's experiments that have contributed to the understanding of learning?
- How can you apply operant conditioning to your own life?
- How do operant and classical conditioning differ?
- How does biology constrain conditioning?
- How does cognition affect conditioning?
- How do classical and operant conditioning affect our sense of personal control?
- How important are role models?
- How can you apply observational learning to your own life?

## Enduring Understandings

- Theories and landmark experiments in classical and operant conditioning
- Schedules of reinforcement and their effect on conditioning
- Biological bases of conditioning
- Theories and landmark experiments in observational learning (socio-cognitive)

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

## Student Learning Targets/Objectives (Students will know/Students will understand)

- Define learning
- Understand the behaviorist view of learning
- Describe the basic components and processes of classical conditioning
- Appreciate why Pavlov's work remains so important
- Apply classical conditioning to human health and well-being
- Describe the basic components and processes of operant conditioning
- Differentiate between positive and negative reinforcement and how reinforcers are used
- Differentiate among the different reinforcement schedules and how they affect behavior
- Contrast punishment and reinforcement
- Apply operant conditioning principles to real-world examples related to schools, sports, work, home and self-improvement
- Contrast classical and operant conditioning
- Explain how biology constrains conditioning and how cognition affects conditioning
- Describe how coping and personal control are related to conditioning
- Describe how observational learning works
- Explain how mirror neurons contribute to our understanding of observational learning
- Evaluate how observational learning affect prosocial and antisocial behavior
- Practice testing strategies and writing approaches in preparation for the AP test

## Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

<i>Activities</i>	<p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.</p> <p>Video clip from <i>The Office</i> illustrating classical conditioning</p> <p>Video clips of Skinner's pigeons being shaped and playing ping pong</p> <p>Video clip of Sheldon shaping Penny with chocolate from <i>The Big Bang Theory</i></p> <p>Video clip of Watson and Rayner's Little Albert experiment</p> <p>Video clip of Bandura's Bobo Doll experiments</p>
<i>Differentiation Strategies</i>	<p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

### Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 7: Memory, Cognition and Language</b>
<b>Time Frame</b>	<b>2 ½ Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a></p>	
<b>Unit Overview</b>	
<p>Unit 7 explores the processes of memory, cognition and language. Our memories provide us with a context for our daily lives and a framework for understanding who we are. However, memory does not store all of our experiences like a computer file, waiting for us to open those files and relive the experiences of our lives. Our perceptions, attention, and expectations all interfere with the encoding of memories, altering the reality of the experience even slightly. We experience interference from other memories and brain damage as a part of life, making our storage and retrieval of memories inconsistent. This unit also explores how we make decisions, solve problems, and pursue creative enterprises utilizing our insight and innate categorization schemes for information; including examination of the deficiencies that lead to biases. Finally, the component parts, biology, and theories of acquisition of language are detailed. Without the power of verbal communication afforded by language our thoughts, memories, decisions and solution would remain ours alone.</p>	
<b>Standard Number(s)      * i.e: Math: 3.NBT.1      i.e.: RL 8.1</b>	
<p><b>Social Studies Practices</b></p> <p>Developing Questions and Planning Inquiry</p> <p>Seeking Diverse Perspectives</p> <p>Presenting Arguments and Explanations</p> <p>Engaging in Civil Discourse and Critiquing Conclusion</p>	

**NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Progress Indicators- Reading and Writing Grades 11-12****APA Content Standard Area: Memory****Content Standard 1: Encoding of memory**

1.1 Identify factors that influence encoding.

1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.

1.3 Discuss strategies for improving the encoding of memory.

**Content Standard 2: Storage of memory**

2.1 Describe the differences between working memory and long-term memory.

2.2 Identify and explain biological processes related to how memory is stored.

2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).

2.4 Discuss strategies for improving the storage of memories.

**Content Standard 3: Retrieval of memory**

3.1 Analyze the importance of retrieval cues in memory.

3.2 Explain the role that interference plays in retrieval.

3.3 Discuss the factors influencing how memories are retrieved.

3.4. Explain how memories can be malleable.

3.5 Discuss strategies for improving the retrieval of memories.

**APA Content Standard Area: Thinking****Content Standard 1: Basic elements comprising thought**

1.1 Define cognitive processes involved in understanding information.

1.2 Define processes involved in problem solving and decision making.

1.3 Discuss non-human problem-solving abilities.

**Content Standard 2: Obstacles related to thought**

2.1 Describe obstacles to problem solving.

2.2 Describe obstacles to decision making.

2.3 Describe obstacles to making good judgments.

**APA Content Standard Area: Language Development****Content Standard 1: Structural features of language**

1.1 Describe the structure and function of language.

1.2 Discuss the relationship between language and thought.

**Content Standard 2: Theories and developmental stages of language acquisition**

2.1 Explain the process of language acquisition.

2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

2.3 Evaluate the theories of language acquisition.

**Content Standard 3: Language and the brain**

3.1 Identify the brain structures associated with language.

### 3.2 Discuss how damage to the brain may affect language.

#### Intended Outcomes - {Essential Questions}

- What is memory?
- How can we improve our encoding of memories?
- Are parts of the brain more important to memory than others?
- What is the relationship between getting into and out of memory?
- Can forgetting ever be a good thing?
- How can we make our memory retrieval more reliable?
- How can we improve memory?
- What is the function of concepts?
- What does it mean to be creative?
- What are the best strategies for solving problems?
- How can we avoid making bad decisions?
- What is language?
- How do we develop language?
- How does our brain process language?
- Does language influence thought? Or vice versa?

#### Enduring Understandings

- Scientific models of the encoding, storage and retrieval of memories
- Explicit and implicit memories and where they are stored in the brain
- Encoding strategies and how they apply to academics
- Biological bases of memory
- The problems associated with accurate recollection, and how this applies to witness testimony
- The limits of intuition
- Convergent and divergent thinking
- Decision making and problem solving strategies, and their advantage and disadvantages
- Components of creativity
- The basic building blocks of language
- The development of language in the first years of life
- The relationship between language and thinking

Check all that apply. <b>21<sup>st</sup> Century Themes</b>			Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. <b>21<sup>st</sup> Century Skills</b>		
		Global Awareness		T	Creativity and Innovation
	X	Environmental Literacy		T, A	Critical Thinking and Problem Solving
	X	Health Literacy		T, A	Communication
	X	Civic Literacy		E	Collaboration
		Financial, Economic, Business, and Entrepreneurial Literacy			
Student Learning Targets/Objectives (Students will know/Students will understand)					
<ul style="list-style-type: none"> <li>• Discuss the nature of memory and how psychologists describe it</li> </ul>					

- Distinguish between explicit and implicit memories
- Identify information that is processed automatically
- Explain how memory systems (such as sensory, short-term, working, and long-term memories) work
- Apply effortful processing strategies to help improve memory
- Analyze how levels of processing affect encoding
- Describe how different parts of the brain and nervous system play a role in memory
- Explain how memory is measured
- Explain why we forget
- Discuss how misinformation, imagination and source amnesia influence memory
- Evaluate how we can know whether a memory is real or false
- Analyze how eyewitness memories can be manipulated
- Debate the controversy of repressed and recovered memories
- Define cognition
- Discuss the function of concepts
- Explain how creativity works and is encouraged
- Evaluate how heuristics, overconfidence, belief perseverance, and framing influence decision making and problem solving
- Explain intuiting and how it works
- Describe the components of language and how we acquire it
- Identify important milestones in language development
- Describe how the brain is involved in language processing and speech
- Analyze the relationship between language and thinking
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

*Semantic Encoding of Pictures*

*Serial Position Effect in Recalling the Names of US Presidents*

*Memory of a Penny*

*Remembering the Seven Dwarfs*

*Saturday Night Live Video Clip on chunking*

*Creating False Memories*



	Eyewitness activity
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A
<b>Resources</b>	
<ul style="list-style-type: none"> <li>Myers, David G. and Amy C. Fineburg (2014). <i>Myers' Psychology for AP</i>. New York, NY: BFW/Worth Publishers.</li> <li>Herzig, et al (2014). <i>Strive for a 5: Preparing for the AP Psychology Examination</i>. New York, NY: BFW/Worth Publishers.</li> <li>Myers, David G., et al (2014). <i>Teacher Resources DVD-ROM for Myers' Psychology for AP</i> New York, NY: BFW/Worth Publishers.</li> <li>Various district databases, DVDs, and online resources of teachers choice</li> </ul>	

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 8: Motivation, Emotion and Stress</b>
<b>Time Frame</b>	<b>2 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<b>New Jersey State Learning Standards (NJSLS):</b> <b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their	

communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 8.2 Design Thinking.** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

### [Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)<sup>v</sup>

#### **Unit Overview**

Unit 8 is concerned with how motivation, emotion, and stress affect behavior and mental processes. Motivations and emotions are complex, each involving an interplay of the psychological, physiological, and cognitive parts of ourselves. This unit helps students understand how people arrive at the choices they make, why and how they feel the way they do, and perhaps how to make even better choices in the future. It also examines the biopsychosocial impact of stress on health, motivation, emotional states, and behavior.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

#### **Social Studies Practices**

Developing Questions and Planning Inquiry  
Seeking Diverse Perspectives  
Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

#### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### [Progress Indicators- Reading and Writing Grades 11-12](#)

#### **APA Content Standard: Motivation**

##### **Content Standard 1: Perspectives on motivation**

- 1.1 Explain biologically based theories of motivation.
- 1.2 Explain cognitively based theories of motivation.
- 1.3 Explain humanistic theories of motivation.
- 1.4 Explain the role of culture in human motivation.

##### **Content Standard 2: Domains of motivated behavior in humans and non-human animals**

- 2.1 Discuss eating behavior.
- 2.2 Discuss sexual behavior and orientation.

2.3 Discuss achievement motivation.

2.4 Discuss other ways in which humans and non-human animals are motivated.

### **APA Content Standard Area: Emotion**

#### **Content Standard 1: Perspectives on emotion**

1.1 Explain the biological and cognitive components of emotion.

1.2 Discuss psychological research on basic human emotions.

1.3 Differentiate among theories of emotional experience.

#### **Content Standard 2: Emotional interpretation and expression**

2.1 Explain how biological factors influence emotional interpretation and expression.

2.2 Explain how culture and gender influence emotional interpretation and expression.

2.3 Explain how other environmental factors influence emotional interpretation and expression.

#### **Content Standard 3: Domains of emotional behavior**

3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

### **APA Content Standard Area: Health**

#### **Content Standard 1: Stress and coping**

1.1 Define stress as a psychophysiological reaction.

1.2 Identify and explain potential sources of stress.

1.3 Explain physiological and psychological consequences for health.

1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.

#### **Content Standard 2: Behaviors and attitudes that promote health**

2.1 Identify ways to promote mental health and physical fitness.

2.2 Describe the characteristics of and factors that promote resilience and optimism.

2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues.

#### **Content Standard 2: Emotional interpretation and expression**

2.1 Explain how biological factors influence emotional interpretation and expression.

2.2 Explain how culture and gender influence emotional interpretation and expression.

2.3 Explain how other environmental factors influence emotional interpretation and expression.

#### **Content Standard 3: Domains of emotional behavior**

3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.

3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

### **Intended Outcomes - {Essential Questions}**

- Do humans have instincts? Why or why not?
- How do drives and incentives motivate behavior?
- What factors contribute to optimal arousal?
- Are some needs and drives more basic than others?
- How does our body communicate and cope with hunger?
- How does hunger affect our behavior?
- How do differences in weight affect behavior and our interactions with others?
- How does the body respond to sex?
- How does sex affect behavior?

- What are the benefits of belonging?
- What are the effects of being left out?
- How does social connection and networking affect behavior?
- How are thinking and emotions related?
- How does the body create and respond to emotions?
- What cues are important to detecting emotions in others?
- How does gender result in different emotional experiences?
- How does culture result in different emotional experiences?
- How do facial expressions influence emotional experiences?
- What is stress?
- How does stress affect our ability to fight disease

### Enduring Understandings

- Scientific theories of motivation
- Maslow's Hierarchy of Needs
- Anatomy and physiology of hunger, and related experiments
- Physiology and psychology of obesity and weight control
- Physiology and psychology of sexual motivation, behavior and dysfunction
- Affiliation and attachment needs, and the detrimental effects of ostracism
- Physiology and psychology of emotional response, and emotion detection
- Theories of emotional response and expression
- Biopsychosocial influences of stress upon physical and mental health and wellness
- Connections between stress and heart disease, cancer, and the immune response

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>		
		Global Awareness		E	Creativity and Innovation
	X	Environmental Literacy		A	Critical Thinking and Problem Solving
	X	Health Literacy		T, A	Communication
	X	Civic Literacy		E	Collaboration
		Financial, Economic, Business, and Entrepreneurial Literacy			

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Understand how psychologists define motivation
- Identify different perspectives on studying motivation
- Describe the physiological factors that produce hunger
- Analyze cultural and situational factors that influence hunger
- Evaluate why some people become and remain obese
- Describe the human sexual response cycle
- Identify disruptions to the human sexual response cycle
- Analyze how hormones and external and internal stimuli influence human sexual motivation
- Analyze our need to belong

- Describe how social networking influences people
- Describe how arousal and expressive behaviors interact with emotions
- Evaluate whether we can experience emotion without consciously acknowledging it
- Relate the functions of the autonomic nervous system to emotional experiences and performance
- Evaluate whether different emotions activate different physiological and brain-pattern responses
- Analyze whether polygraphs detect deception
- Describe how nonverbal behavior works
- Discuss gender differences in nonverbal communication
- Analyze how culture affects nonverbal communication
- Analyze how facial expressions influence feelings
- Identify events that provoke a stress response
- Describe how we respond and adapt to stress
- Analyze how stress makes us vulnerable to disease
- Explain why some people are more susceptible to coronary artery disease
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

***Activities***

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

Social media fast experience and reflections

Group activity applying Maslow's hierarchy of needs to case studies

Video clip: Looney Tunes' *Wackiki Wabbit* (hunger motivation)

*Emotional Expressivity Scale*

Online emotional intelligence quiz

***Differentiation Strategies***

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

Flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)

	Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A
<b>Resources</b>	
<ul style="list-style-type: none"> <li>Myers, David G. and Amy C. Fineburg (2014). <i>Myers' Psychology for AP</i>. New York, NY: BFW/Worth Publishers.</li> <li>Herzig, et al (2014). <i>Strive for a 5: Preparing for the AP Psychology Examination</i>. New York, NY: BFW/Worth Publishers.</li> <li>Myers, David G., et al (2014). <i>Teacher Resources DVD-ROM for Myers' Psychology for AP</i> New York, NY: BFW/Worth Publishers.</li> <li>Various district databases, DVDs, and online resources of teachers choice</li> </ul>	

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 9: Development over the Lifespan</b>
<b>Time Frame</b>	<b>3 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p>	

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

### [Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

#### **Unit Overview**

Unit 9 tracks how humans develop psychologically and socially over their lifespan. From the time of our conception to our last breath, we are developing: physically growing and changing, cognitively maturing, and socially interacting. Human development is a complex interaction of genetics, time, and experience. In this unit, major issues in development are discussed: whether nature or nurture is more important to development; whether we develop in stages or in a continuous process; whether our personalities stay the same or change significantly as we grow. This unit moves from infancy to adulthood, highlighting the major milestones of each epoch of life, and at times diverging into significant issues: gender development, parental and peer influence, and sexual development.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

#### **Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

#### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### [Progress Indicators- Reading and Writing Grades 11-12](#)

#### **APA Content Standard Area: Life Span Development**

##### **Content Standard 1: Methods and issues in life span development**

1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.

1.2 Explain issues of continuity/discontinuity and stability/change.

1.3 Distinguish methods used to study development.

1.4 Describe the role of sensitive and critical periods in development.

1.5 Discuss issues related to the end of life.

##### **Content Standard 2: Theories of life span development**

2.1 Discuss theories of cognitive development.

2.2 Discuss theories of moral development.

2.3 Discuss theories of social development.

##### **Content Standard 3: Prenatal development and the newborn**

3.1 Describe physical development from conception through birth and identify influences on prenatal development.

3.2 Describe newborns' reflexes, temperament, and abilities.



**Content Standard 4: Infancy (i.e., the first two years of life)**

- 4.1 Describe physical and motor development.
- 4.2 Describe how infant perceptual abilities and intelligence develop.
- 4.3 Describe the development of attachment and the role of the caregiver.
- 4.4 Describe the development of communication and language.

**Content Standard 5: Childhood**

- 5.1 Describe physical and motor development.
- 5.2 Describe how memory and thinking ability develops.
- 5.3 Describe social, cultural, and emotional development through childhood.

**Content Standard 6: Adolescence**

- 6.1 Identify major physical changes.
- 6.2 Describe the development of reasoning and morality.
- 6.3 Describe identity formation.
- 6.4 Discuss the role of family and peers in adolescent development.

**Content Standard 7: Adulthood and aging**

- 7.1 Identify major physical changes associated with adulthood and aging.
- 7.2 Describe cognitive changes in adulthood and aging.
- 7.3 Discuss social, cultural, and emotional issues in aging.

**Intended Outcomes - {Essential Questions}**

- What is the relative contribution of nature and nurture to our lives?
- Does development occur in stages or as a continuous low from one level to another?
- As we develop, do we generally stay the same or do we experience significant change?
- What are some important factors to healthy prenatal and newborn development?
- What can parent do to help their children use their brain to aid in its development?
- If infants experience milestones in the same sequence, but not the same timing, what does that tell is about human development?
- How important are our earliest memories and experiences on our current lives?
- Why is Piaget's theory so important?
- Why is Vygotsky's theory important to our understanding of development?
- What important points can we learn from Piaget and Vygotsky?
- Why is becoming attached to someone else important?
- How do temperament and parenting influence our development?
- How influential can deprivation of attachment be to a person?
- What qualities should people look for in a day care?
- How is self-concept different from self-esteem?
- What factors about parenting influence future behavior in children?
- How do child-rearing practices vary between cultures?
- How do people of different genders handle situations in similar ways?
- How do people of different genders handle situations in different ways?
- Are these differences important?
- How much influence does culture have on your gender role?
- How much credit or blame do parents deserve for their children's behavior and life outcomes?
- How do peers influence your gender role?
- How do adolescents think differently from children and adults?
- How does one form an identity?
- How important is it for adolescents to form an identity?
- Who has more influence on a person's behavior and choices: parents or peers?

- Is the development of emerging adulthood a good or bad thing?
- What has research taught us about sexual orientation?
- Is adulthood only a time of physical deterioration?
- How do adults change cognitively as they age?
- Do adults have a social life? How is it similar and different from an adolescent's social life?

### Enduring Understandings

- Stages and continuity of prenatal, childhood, adolescent and adult development, biologically, psychologically and socially
- Piaget's stages of cognitive development: significance and criticism
- Theories of social development, attachment, parenting styles and the associated landmark experiments
- The biopsychosocial factors of gender development, including LGBTQ identification and experience
- Peer and parental influence on adolescent social development
- Kohlberg's stages of moral development
- Erickson's stages of psychosocial development
- The biopsychosocial factors of sexual development
- Physical, emotional, cognitive and behavioral changes of the three stages of adulthood

Check all that apply. <b>21<sup>st</sup> Century Themes</b>		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. <b>21<sup>st</sup> Century Skills</b>	
	<b>Global Awareness</b>	<b>E</b>	<b>Creativity and Innovation</b>
<b>X</b>	<b>Environmental Literacy</b>	<b>A</b>	<b>Critical Thinking and Problem Solving</b>
<b>X</b>	<b>Health Literacy</b>	<b>A</b>	<b>Communication</b>
<b>X</b>	<b>Civic Literacy</b>	<b>E</b>	<b>Collaboration</b>
	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify and explain the 3 issues that have influenced understanding of lifespan development
- Chart the course of prenatal development, explaining factors that affect it
- Explain how brain development occurs during infancy and childhood
- Compare and contrast the theories of Piaget, Kohlberg, and Vygotsky related to cognitive development
- Discuss how parents and infants bond and develop attachment
- Explain how temperament, parenting styles, abuse, family, disruption, day care, and neglect affect attachment
- Discuss how self-concepts develop
- Analyze gender similarities and differences in relation to aggression, social power, and social connectedness
- Evaluate how gender roles and gender typing influence development
- Evaluate the influence of peers and parents on development
- Identify the physical development that signals adolescence
- Identify emerging adulthood

- Identify how biological sex is determined and influenced by development
- Identify how sexually transmitted diseases can be prevented
- Discuss the research regarding sexual orientation
- Identify the physical and cognitive changes that occur during adulthood
- Trace social development in adults
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.  
Video clips illustrating Piaget's stages of cognitive development  
Video clips of Harlow's attachment experiments  
Group discussion of moral dilemmas  
Case studies in atypical sexual development  
Bucket List Activity

*Differentiation Strategies*

Resources based on skill level  
Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions/notes  
Flexible groups based on formative assessment or student choice  
One:One conferring with teacher  
Choice of reading, when appropriate  
Differentiated checklists and rubrics (if appropriate)  
Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

*Windows/Honors*

N/A

## Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 10: Personality</b>
<b>Time Frame</b>	<b>2 Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<b>New Jersey State Learning Standards (NJSLs):</b> <b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).  <b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts  <b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	
<a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a>	
<b>Unit Overview</b>	

Unit 10 explores the enduring traits, behaviors, attitudes, and emotional responses that define our concept of self. The unit begins with a historical survey of Freud and the psychodynamic approach, before delving into modern, empirically derived theories of personality. We will compare projective tests that are still used despite their lack of solid scientific support with surveys built through statistical factor analysis of trends in responses. The success and personal satisfaction focused humanistic psychologists will be evaluated and applied. We will explore how we behave in certain situations, adapting our personality to fit the moment. Personality results from the interaction of our biology, the environment, and the behavior of ourselves and others.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

### **Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### **Progress Indicators- Reading and Writing Grades 11-12**

### **APA Content Standard Area: Personality**

#### **Content Standard 1: Perspectives on personality**

1.1 Evaluate psychodynamic theories.

1.2 Evaluate trait theories.

1.3 Evaluate humanistic theories.

1.4 Evaluate social-cognitive theories.

#### **Content Standard 2: Assessment of personality**

2.1 Differentiate personality assessment techniques.

2.2 Discuss the reliability and validity of personality assessment techniques.

#### **Content Standard 3: Issues in personality**

3.1 Discuss biological and situational influences.

3.2 Discuss stability and change.

3.3 Discuss connections to health and work.

3.4 Discuss self-concept.

3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

### **Intended Outcomes - {Essential Questions}**

- How does psychoanalysis explain personality?
- Are Freud's ideas on personality and development credible?
- How have Freud's ideas evolved over time as his followers developed their own ideas?
- How do we assess the unconscious mind?
- What is the unconscious mind?
- What does it mean to be self-actualized?
- What is the self? How do we assess it?

- Do humanistic theories adequately explain personality?
- What is a personality trait?
- How do we assess traits?
- Why are the Big Five factors important?
- Do trait theories adequately explain personality?
- How do social-cognitive psychologists explain personality?
- How do we assess the social-cognitive perspective?

### Enduring Understandings

- Fundamental theories of Freud and other psychodynamic theorists
- Modern understanding of the unconscious
- Projective tests, their deficiencies, and empirically derived measures like the MMPI
- Basic theories of humanistic psychologists Maslow and Rogers (self-actualization, unconditional positive regard)
- Factor analysis
- The “Big 5” personality traits and other trait theories
- Biological basis for trait theories
- Bandura’s socio-cognitive reciprocal determinism
- Self-esteem and self-efficacy

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/> X	Environmental Literacy	<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> X	Health Literacy	<input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/> X	Civic Literacy	<input type="checkbox"/> E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe how Freud arrived at his view of the unconscious mind through his views on psychological disorders
- Explain Freud’s view of personality
- Outline Freud’s developmental stages
- Discuss Freud’s defense mechanisms
- Analyze how contemporary psychologists view Freud’s perspective on personality and development, identifying which ideas were rejected or accepted by those who followed him
- Describe how projective tests work and are applied, including how they are viewed critically
- Discuss the modern view of the unconscious
- Explain how humanistic psychologists viewed personality, including their goals in studying personality
- Describe the assessment techniques humanistic psychologists use to determine a person’s sense of self

- Analyze how humanistic theories have influenced psychology, including the criticism of those theories
- Explain how traits are used to describe personality
- Describe the strengths and weaknesses of personality inventories
- Identify which traits provide the most useful information about personality variation
- Decide whether research supports the consistency of personality traits over time and across situations
- Identify who developed the social-cognitive personality and how those same researchers describe personality development
- Discuss how social-cognitive researchers explore behavior and how those views have been criticized
- Analyze why research is often focused on the self and how self-esteem is important to a person's well-being
- Identify the evidence for self-serving bias
- Contrast defensive and secure self-esteem
- Explain the difference between individualist and collectivist cultures and their influence on personality
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.  
Exploration of trait theory using online MMPI/Big 5 and Jung Typology personality surveys  
Group case study activity identifying defense mechanisms  
Rorschach Inkblot and Thematic Apperception Tests

*Differentiation Strategies*

Resources based on skill level  
Craft additional prompts to support reading and writing comprehension and extension  
Additional readings and resources provided for support and extension  
Guided reading questions/notes  
Flexible groups based on formative assessment or student choice  
One:One conferring with teacher



	Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows/Honors</i>	N/A

## Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 11: Intelligence and Testing</b>
<b>Time Frame</b>	<b>1 ½ Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<b>New Jersey State Learning Standards (NJSLS):</b> <b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).  <b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and	

engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

### Anchor Companion Standards (Reading and Writing Grades 11-12)

#### **Unit Overview**

Unit 11 discusses the concept of intelligence, autism and savants, and the evolution and systematizing of testing methods through a biopsychosocial lens. Psychologists do not agree on the definition of intelligence, and debate whether intelligence is a single ability or multiple abilities. Psychologists also disagree on the characteristics of intelligence. Students preconceived ideas about what it means to be “smart” and how school plays into those ideas will be a recurring discussion during this unit. They will challenge their commonly held notions of intelligence throughout.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

#### **Social Studies Practices**

Developing Questions and Planning Inquiry  
Seeking Diverse Perspectives  
Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

#### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.  
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Progress Indicators- Reading and Writing Grades 11-12

#### **APA Content Standard Area: Intelligence**

##### **Content Standard 1: Perspectives on intelligence**

- 1.1 Discuss intelligence as a general factor.
- 1.2 Discuss alternative conceptualizations of intelligence.
- 1.3 Describe the extremes of intelligence.

##### **Content Standard 2: Assessment of intelligence**

- 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
- 2.2 Identify current methods of assessing human abilities.
- 2.3 Identify measures of and data on reliability and validity for intelligence test scores.

##### **Content Standard 3: Issues in intelligence**

- 3.1 Discuss issues related to the consequences of intelligence testing.
- 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

#### **Intended Outcomes - {Essential Questions}**

- What is intelligence?

- Who is smarter? Someone who is good at many things, or at one thing?
- What does it mean to be emotionally intelligent?
- Where in our brain does intelligence operate?
- Why do we need intelligence testing?
- Do modern test of mental abilities sufficiently measure intelligence?
- What makes a good test?
- Can intelligence change over time?
- What does it mean to have a different kind of intelligence?
- Are you a product of your genes or environment?
- What environmental influences affect our behavior most?
- Why do different people perform differently on intelligence tests?
- What makes a test biased?
- How can we fix biased tests?

### Enduring Understandings

- Definitions of intelligence: “g” factor, Gardner/Sternberg multiple intelligences, Grit
- The history and evolution of intelligence testing to date
- Achievement versus aptitude tests
- Standardization, reliability, and forms of validity
- Genetic influences on intelligence
- Gender differences and biases regarding intelligence testing
- Socio-cultural influences on testing and defining what constitutes intelligence

Check all that apply. <b>21<sup>st</sup> Century Themes</b>		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Appreciate the different definitions of intelligence
- Analyze whether intelligence is a general ability
- Differentiate between the theories of Gardner and Sternberg
- Identify the four components of emotional intelligence
- Evaluate the extent to which brain anatomy and neural processing speed are linked to intelligence
- Recount why intelligence tests were created
- Differentiate between achievement and aptitude tests
- Understand standardization and the normal curve
- Analyze how stable intelligence scores are over the lifespan
- Describe the characteristic of those with extremes of intelligence

- Analyze the evidence of genetic and environmental links to intelligence and heritability
- Evaluate how and why genders differ in mental ability scores
- Evaluate how and why racial and ethnic groups differ in mental ability scores
- Analyze whether intelligence tests are biased
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

<i>Activities</i>	<p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.</p> <p>Video clip of Angela Duckworth TED Talk on grit</p> <p>Video clips of individuals with savant syndrome</p> <p>Mensa workout <a href="https://www.mensa.org/workout">https://www.mensa.org/workout</a></p>
<i>Differentiation Strategies</i>	<p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

**Resources**

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.

- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## **Wayne School District Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 12: Abnormal Behavior</b>
<b>Time Frame</b>	<b>2 ½ Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	
<b><u><a href="#">Anchor Companion Standards (Reading and Writing Grades 11-12)</a></u></b>	
<b>Unit Overview</b>	
<p>Unit 12 takes a biopsychosocial approach to studying the symptoms and instance of mental disorders, and the criteria and clinical framework in place to codify their diagnosis. “Normal” behavior can be defined in many ways and is dependent on context, genetics, biology, thinking, and emotions. Psychologists and psychiatrists use many tools to help people whose behavior and thinking are different enough to cause distress and disruption to their lives and the lives of those around them. They have developed criteria for identifying which behaviors and thinking most likely disrupt daily life, and by identifying those criteria, mental health</p>	

professionals can then develop treatments to help people live the “normal” lives they crave. In this unit, we will explore the criteria for defining psychological disorders and identifying people who experience them. Student interest level should be high in this unit, and it is advisable to teach Unit 14: Social Psychology before finishing the course with Units 12 and 13 on Abnormal Behavior and Treatment.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

**Social Studies Practices**

Developing Questions and Planning Inquiry

Seeking Diverse Perspectives

Presenting Arguments and Explanations

Engaging in Civil Discourse and Critiquing Conclusion

**NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Progress Indicators- Reading and Writing Grades 11-12**

**APA Content Standard Area: Psychological Disorders**

**Content Standard 1: Perspectives on abnormal behavior**

1.1 Define psychologically abnormal behavior.

1.2 Describe historical and cross-cultural views of abnormality.

1.3 Describe major models of abnormality.

1.4 Discuss how stigma relates to abnormal behavior.

1.5 Discuss the impact of psychological disorders on the individual, family, society.

**Content Standard 2: Categories of psychological disorders**

2.1 Describe the classification of psychological disorders.

2.2 Discuss the challenges associated with diagnosis.

2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

2.4 Evaluate how different factors influence an individual's experience of psychological disorders.

**Intended Outcomes - {Essential Questions}**

- How do we define psychological disorders?
- How are psychological disorders different from “normal” behavior?
- What are psychological disorders?
- What are the implications of the label “psychological disorder?”
- Why are psychological disorders more prevalent in some countries or cultures than in others?
- How does generalized anxiety disorder affect people?
- How does panic disorder affect people?
- How do phobias affect people?
- How does obsessive-compulsive disorder affect people?
- How does post-traumatic stress disorder affect people?
- What are the roots of anxiety disorders, OCD, and PTSD in people?
- How does major depressive disorder affect people?

- How does bipolar disorder affect people?
- What are the roots of mood disorders in people?
- How can you tell someone has schizophrenia
- When and how does schizophrenia develop?
- What are the roots of schizophrenia in people?
- How do psychological issues manifest themselves in our general physical well being?
- What does it mean to dissociate?
- Why are eating disorders so difficult to recover from?
- How do personality disorders affect people

### Enduring Understandings

- Define mental disorder and know the basic criteria used to identify disorders
- Know how the DSM5 is used to diagnose people experiencing symptoms of mental distress or dysfunction
- Anxiety disorders symptoms and diagnostic criteria
- Mood disorders symptoms and diagnostic criteria
- Schizophrenia symptoms and diagnostic criteria
- Somatic and Eating disorders symptoms and diagnostic criteria
- Personality and dissociative disorders symptoms and diagnostic criteria

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
	X	Global Awareness	E	Creativity and Innovation
	X	Environmental Literacy	T, A	Critical Thinking and Problem Solving
	X	Health Literacy	T, A	Communication
	X	Civic Literacy	T	Collaboration
		Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Distinguish between normality and disorder
- Analyze the controversy over the diagnosis of attention-deficit/hyperactivity disorder
- Contrast the medical model with the biopsychosocial approach
- Explain how and why clinicians classify psychological disorders
- Analyze the arguments against using diagnostic labels
- Explore the prevalence of psychological disorders
- Analyze the link between poverty and serious mental issues
- Identify different anxiety disorders
- Describe obsessive-compulsive disorder
- Describe post-traumatic stress disorder
- Apply the learning and biological perspective to anxiety disorders, OCD, and PTSD
- Identify mood disorders



- Contrast major depressive disorder and bipolar disorder
- Apply the biological and social-cognitive perspective to mood disorders
- Analyze the factors involved in suicide and self-injury
- Note important warning signs to watch for in order to prevent suicide
- Describe the symptoms of schizophrenia
- Contrast acute and chronic schizophrenia
- Analyze how brain abnormalities and viral infections contribute to the incidence of schizophrenia
- Explore the evidence of genetic influence on schizophrenia
- Describe the early warning signs of schizophrenia in children
- Identify somatic symptoms and their related disorders
- Identify dissociative disorders
- Evaluate why dissociative disorders are controversial
- Identify psychological and genetic factors that lead to anorexia nervosa, bulimia nervosa, and binge-eating disorder
- Contrast the 3 clusters of personality disorders
- Describe behaviors that characterize antisocial personality disorder
- Practice testing strategies and writing approaches in preparation for the AP test

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

*Taylor Manifest Anxiety Scale*

*Obsessive-Compulsive Scale*

*The Zung Self-Rating Depression Scale*

*Questionnaire of Experiences of Dissociation*

Video and audio clips of individuals with OCD, PTSD, specific phobia

Auditory Hallucination Simulation Activity

Video clip *Four Patients with Schizophrenia*

Video clips of individuals with Anorexia

Video clips of BTK and other serial killers interviewed in prison

*Differentiation Strategies*

Flexible (choice) in student grouping, extensive use of various types of media (written word, video clips, music clips) and technology, when possible.

	<p>It is advisable to teach Unit 14: Social Psychology after Unit 11: Intelligence, with Units 12 &amp; 13 finishing the course due to the high level of general knowledge and interest in mental disorders among most students. These topics can be revisited and explored in a more in-depth fashion after the AP Test.</p> <p>Resources based on skill level  Craft additional prompts to support reading and writing comprehension and extension  Additional readings and resources provided for support and extension  Guided reading questions/notes  Flexible groups based on formative assessment or student choice  One:One conferring with teacher  Choice of reading, when appropriate  Differentiated checklists and rubrics (if appropriate)  Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

### Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
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- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 13: Treatment of Abnormal Behavior</b>
<b>Time Frame</b>	<b>1 ½ Weeks</b>

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**New Jersey State Learning Standards (NJSLs):**

**Social Studies Practices.** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

**Anchor Companion Standards (Reading and Writing Grades 11-12)**

**Unit Overview**

Unit 13 focuses on the varied approaches, technologies and techniques modern psychologists and psychiatrists have at their disposal to treat psychological disorders. From psychoanalysis to biological therapies, these treatments highlight the underlying theories of what causes some people to struggle with psychological illness. Some disorders are treated more effectively with certain treatments and not others. Knowledge of all these treatments could help students or someone they care for get the kind of help needed to address a potential struggle with mental illness. Receiving the right treatment can make a positive difference in someone's life. It is advisable to teach this unit last.

**Standard Number(s)      \* i.e: Math: 3.NBT.1      i.e.: RL 8.1**

**Social Studies Practices**

Developing Questions and Planning Inquiry  
Seeking Diverse Perspectives  
Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

**NJSLs:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.  
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).  
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).

**Progress Indicators- Reading and Writing Grades 11-12**

## APA Content Standard Area: Treatment of Psychological Disorders

### Content Standard 1: Perspectives on treatment

- 1.1 Explain how psychological treatments have changed over time and among cultures.
- 1.2 Match methods of treatment to psychological perspectives.
- 1.3 Explain why psychologists use a variety of treatment options.

### Content Standard 2: Categories of treatment/types of treatment providers

- 2.1 Identify biomedical treatments.
- 2.2 Identify psychological treatments.
- 2.3 Describe appropriate treatments for different age groups.
- 2.4 Evaluate the efficacy of treatments for particular disorders.
- 2.5 Identify other factors that improve the efficacy of treatment.
- 2.6 Identify treatment providers for psychological disorders and the training required for each.

### Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders

- 3.1 Identify ethical challenges involved in delivery of treatment.
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

### Intended Outcomes - {Essential Questions}

- What does it mean to be mentally well?
- Can mental illnesses be treated by exploring our unconscious?
- How important are listening and support to effective therapy?
- How can we unlearn maladaptive behaviors?
- How can changing our thoughts change our maladaptive behaviors?
- How important are family members and other people to effective therapy?
- How do we know a therapy is effective?
- How do we prevent mental illness?
- Are drug therapies effective?
- How does altering the brain's electrochemistry affect mental health?
- How important to our mental health are different parts of the brain?
- How important is it to change our lifestyles to promote mental health?

### Enduring Understandings

- Insight therapy
- Freudian concepts and psychodynamic therapy
- Rogers' active listening, and client-centered, humanist approach
- Counterconditioning, systematic desensitization and behavior modification
- Explanatory style, Rational Emotive Behavior therapy, and Cognitive Behavior therapy
- Alternative therapies like EMDR and light exposure
- Psychopharmacology and commonly used medications
- ECT, magnetic and direct electrical stimulation, and the abandoned practice of lobotomy
- The importance of exercise to mental as well as physical health

Check all that apply.  
**21<sup>st</sup> Century Themes**

☐ Global Awareness

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

**21<sup>st</sup> Century Skills**

☐ **E** Creativity and Innovation

X	Environmental Literacy	T, A	Critical Thinking and Problem Solving
X	Health Literacy	T, A	Communication
X	Civic Literacy	T	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Differentiate among psychotherapy, biomedical therapy, and an eclectic approach to therapy
- Explain the goals and techniques of psychoanalysis and how they have been adapted to psychodynamic therapy
- Describe the basic themes of humanistic therapy, specifically the goals and technique of Rogers' client-centered approach
- Contrast behavior therapy with psychodynamic and humanistic therapies
- Describe how exposure therapies and aversive conditioning work
- Explain how operant conditioning principles can inform therapeutic techniques
- Evaluate the pros and cons of using operant conditioning principles in therapy
- Distinguish the goals and techniques of cognitive therapy and cognitive-behavioral therapy
- Analyze the goals and benefits of group and family therapy
- Analyze the effectiveness of psychotherapy from the perspective of the client, the clinician, and the outcome
- Evaluate which psychotherapies are most effective for specific disorders
- Analyze alternative therapies using scientific inquiry
- Determine the three elements shared by all forms of psychotherapy
- Analyze how culture, gender, and values influence the therapist-client relationship
- Identify some guidelines for selecting a therapist
- Explain the rationale of preventive mental health programs
- Describe the various drug therapies
- Explain how double-blind studies work to evaluate the effectiveness of drug therapies
- Describe how psychosurgery and brain stimulation techniques treat disorders
- Analyze how a healthy lifestyle's effect on depression reflects the biopsychosocial systems
- Practice testing strategies and writing approaches in preparation for the AP test

### Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

<i>Activities</i>	<p>Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.</p> <p>Video clips of Carl Rogers engaging in active listening with clients</p> <p><i>The Self-Concealment Scale</i></p> <p>Video clips of systematic desensitization as a treatment for specific phobia</p> <p>Video clips of VR treatment for PTSD</p> <p><i>Frequency of Self-Reinforcement Questionnaire</i></p>
<i>Differentiation Strategies</i>	<p>Flexible (choice) in student grouping, extensive use of various types of media (written word, video clips, music clips) and technology, when possible.</p> <p>It is advisable to teach Unit 14: Social Psychology after Unit 11: Intelligence, with Units 12 &amp; 13 finishing the course due to the high level of general knowledge and interest in mental disorders among most students. These topics can be revisited and explored in a more in-depth fashion after the AP Test.</p> <p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

## Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 14: Social Psychology</b>
<b>Time Frame</b>	<b>2 ½ Weeks</b>
<b>Anchor Standards/Domain*      *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>New Jersey State Learning Standards (NJSLS):</b></p> <p><b>Social Studies Practices.</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>Standard 8.2 Design Thinking.</b> This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p><b>Standard 9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#"><u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u></a></p>	
<b>Unit Overview</b>	
<p>Unit 14 explores how interactions with other human beings influences behavior and mental processes. People are by nature social animals. We seek out others for engagement, comfort, love, and even the kind of conflict that can lead to war. Many times in social situations, people are self-seeking. Our own expectations, stereotypes, and interests distract us. Other times, people are more considerate of others around them. This unit discusses some of the most famous psychological studies investigating social situations. These studies teach us not only about how we behave—and misbehave—in response to social context, but also why ethics are important in research. The research explored here is clear: we are both heroes within and victims of our social context. Our awareness can determine which role we play at any given moment. It is advisable to teach this unit after unit 11, leaving units 12 &amp; 13 to close out the course prior to the AP Exam.</p>	
<b>Standard Number(s)      * i.e: Math: 3.NBT.1      i.e.: RL 8.1</b>	
<p><b>Social Studies Practices</b></p> <p>Developing Questions and Planning Inquiry</p> <p>Seeking Diverse Perspectives</p> <p>Presenting Arguments and Explanations</p>	



## Engaging in Civil Discourse and Critiquing Conclusion

### **NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### **Progress Indicators- Reading and Writing Grades 11-12**

#### **APA Content Standard Area: Social Interactions**

##### **Content Standard 1: Social cognition**

1.1 Describe attributional explanations of behavior.

1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.

1.3 Identify persuasive methods used to change attitudes.

##### **Content Standard 2: Social influence**

2.1 Describe the power of the situation.

2.2 Describe effects of others' presence on individuals' behavior.

2.3 Describe how group dynamics influence behavior.

2.4 Discuss how an individual influences group behavior.

##### **Content Standard 3: Social relations**

3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.

3.2 Describe determinants of prosocial behavior.

3.3 Discuss influences upon aggression and conflict.

3.4 Discuss factors influencing attraction and relationships.

#### **APA Content Standard Area: Sociocultural Diversity**

##### **Content Standard 1: Social and cultural diversity**

1.1 Define culture and diversity.

1.2 Identify how cultures change over time and vary within nations as well as internationally.

1.3 Discuss the relationship between culture and conceptions of self and identity.

1.4 Discuss psychological research examining race and ethnicity.

1.5 Discuss psychological research examining socioeconomic status.

1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

##### **Content Standard 2: Diversity among individuals**

2.1 Discuss psychological research examining gender identity.

2.2 Discuss psychological research examining diversity in sexual orientation.

2.3 Compare and contrast gender identity and sexual orientation.

2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.

2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.

2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.

2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.

### **Intended Outcomes - {Essential Questions}**

- How do we explain people's behavior?
- How do we explain our own behavior?
- How do attitudes and actions work together?
- Why do we conform?
- What is the effect of conformity on our behavior?
- Why do we obey?
- What is the effect of obedience on our behavior?
- Do others help our performance?
- Do others hurt our performance?
- Are we individually responsible for our behavior regardless of context?
- Why do we become polarized in a group?
- How can we avoid groupthink?
- Can one person make a difference?
- How much influence does our culture have on our behavior?
- What impact does prejudice have on people?
- What is aggression?
- Why do people become aggressive?
- What makes one person attractive to another?
- What does it mean to be "in love?"
- What does it mean to act selflessly?
- How can we get along with others?

### Enduring Understandings

- Attribution theory and the Fundamental Attribution Error
- Attitudes, the two approaches to persuasion (central and peripheral route), and the "foot in the door" phenomenon
- Conformity, chameleon effect, Solomon-Asch and Milgram's experiments on conformity and obedience
- Social facilitation, social loafing, group polarization, groupthink, social norms
- Prejudice versus discrimination, cognitive roots of prejudice and bias
- Biopsychosocial factors of aggression, and how modern media culture influences attitudes about violence
- Altruism, the bystander effect, social traps, and conflict resolution strategies (GRIT)

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> <b>E</b>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> <b>T</b> , <input type="checkbox"/> <b>A</b>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> <b>T</b> , <input type="checkbox"/> <b>A</b>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> <b>T</b>	Collaboration

## Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify the topics included in the field of social psychology
- Understand how we explain others' behavior and our own
- Determine how actions and attitudes interact
- Describe automatic mimicry
- Analyze how conformity reveals the power of social influence
- Appreciate the importance of Milgram's obedience experiments
- Analyze how behavior is affected by the presence of others
- Understand how group polarization and groupthink work
- Evaluate the power of the individual
- Explain the influence of cultural norms on behavior
- Understand the prejudice and its social, cognitive, and emotional roots
- Differentiate between the psychological concept of aggression and the popular understanding of it
- Identify biological factors that contribute to aggressive behavior
- Delineate the psychological and socio-cultural triggers of aggression
- Appreciate the factors that lead to friendship or love relationships with some people not others
- Trace the evolution of romantic love over time
- Understand the factors that lead people to help others
- Explain social exchange theory and social norms in the context of helping behavior
- Explain social traps and mirror image perceptions
- Evaluate how feelings of prejudice, aggression, and conflict can be transformed into peaceful attitudes
- Practice testing strategies and writing approaches in preparation for the AP test

## Assessments (Pre, Formative, Summative, Other) assessments with an \*

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

## Teaching and Learning Activities

### *Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

Video clip of Milgram's obedience experiment

*Violating a Social Norm* experiences and reflections

Online Harvard Implicit Association Test

*Aggressiveness Questionnaire*

	<i>Road Rage: Driving Behavior Survey</i> <i>Love Styles: Love Attitudes Scale</i> <i>Introducing Cognitive Dissonance Theory</i> scenario activity <i>Teacher Demonstration: Social Traps</i> (non-zero sum game)
<i>Differentiation Strategies</i>	<p>Flexible (choice) in student grouping, extensive use of various types of media (written word, video clips, music clips) and technology, when possible.</p> <p>It is advisable to teach Unit 14: Social Psychology after Unit 11: Intelligence, with Units 12 &amp; 13 finishing the course due to the high level of general knowledge and interest in mental disorders among most students. These topics can be revisited and explored in a more in-depth fashion after the AP Test.</p> <p>Resources based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions/notes</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows/Honors</i>	N/A

## Resources

- Myers, David G. and Amy C. Fineburg (2014). *Myers' Psychology for AP*. New York, NY: BFW/Worth Publishers.
- Herzig, et al (2014). *Strive for a 5: Preparing for the AP Psychology Examination*. New York, NY: BFW/Worth Publishers.
- Myers, David G., et al (2014). *Teacher Resources DVD-ROM for Myers' Psychology for AP* New York, NY: BFW/Worth Publishers.
- Various district databases, DVDs, and online resources of teachers choice

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	<b>Advanced Placement Psychology, Grades 11-12</b>
<b>Unit Plan Title:</b>	<b>Unit 15: Review for AP Test, Enrichment, and Final Project</b>
<b>Time Frame</b>	<b>6 Weeks</b>

<b>Anchor Standards/Domain*</b>	<b>*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>

**New Jersey State Learning Standards (NJSLS):**

**Social Studies Practices.** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 8.2 Design Thinking.** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)**Unit Overview**

Unit 15 includes review for the AP test, post-test debriefing, enrichment activities, and a summative final experimental project and presentation.

<b>Standard Number(s)</b>	<b>* i.e: Math: 3.NBT.1</b>	<b>i.e.: RL 8.1</b>
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**Social Studies Practices**

Developing Questions and Planning Inquiry  
Seeking Diverse Perspectives  
Presenting Arguments and Explanations  
Engaging in Civil Discourse and Critiquing Conclusion

**NJSLS:**

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

[Progress Indicators- Reading and Writing Grades 11-12](#)**APA Content Standard Area: Psychological Disorders****Content Standard 1: Perspectives on abnormal behavior**

1.1 Define psychologically abnormal behavior.

- 1.2 Describe historical and cross-cultural views of abnormality.
- 1.3 Describe major models of abnormality.
- 1.4 Discuss how stigma relates to abnormal behavior.
- 1.5 Discuss the impact of psychological disorders on the individual, family, society.

### **Content Standard 2: Categories of psychological disorders**

- 2.1 Describe the classification of psychological disorders.
- 2.2 Discuss the challenges associated with diagnosis.
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.

### **APA Content Standard Area: Treatment of Psychological Disorders**

#### **Content Standard 1: Perspectives on treatment**

- 1.1 Explain how psychological treatments have changed over time and among cultures.
- 1.2 Match methods of treatment to psychological perspectives.
- 1.3 Explain why psychologists use a variety of treatment options.

#### **Content Standard 2: Categories of treatment/types of treatment providers**

- 2.1 Identify biomedical treatments.
- 2.2 Identify psychological treatments.
- 2.4 Evaluate the efficacy of treatments for particular disorders.
- 2.5 Identify other factors that improve the efficacy of treatment.
- 2.6 Identify treatment providers for psychological disorders and the training required for each.

#### **Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders**

- 3.1 Identify ethical challenges involved in delivery of treatment.
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

### **APA Content Standard Area: Social Interactions**

#### **Content Standard 1: Social cognition**

- 1.1 Describe attributional explanations of behavior.
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.
- 1.3 Identify persuasive methods used to change attitudes.

#### **Content Standard 2: Social influence**

- 2.1 Describe the power of the situation.
- 2.2 Describe effects of others' presence on individuals' behavior.
- 2.3 Describe how group dynamics influence behavior.
- 2.4 Discuss how an individual influences group behavior.

#### **Content Standard 3: Social relations**

- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- 3.2 Describe determinants of prosocial behavior.
- 3.3 Discuss influences upon aggression and conflict.

### **APA Content Standard Area: Life Span Development**

#### **Content Standard 1: Methods and issues in life span development**

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.

1.4 Describe the role of sensitive and critical periods in development.

**Content Standard 2: Theories of life span development**

2.1 Discuss theories of cognitive development.

2.2 Discuss theories of moral development.

2.3 Discuss theories of social development

**Content Standard 6: Adolescence**

6.1 Identify major physical changes.

6.2 Describe the development of reasoning and morality.

6.3 Describe identity formation.

6.4 Discuss the role of family and peers in adolescent development

**APA Content Standard: Research Methods, Measurements, Statistics**

**Content Standard 1: Research methods and measurements used to study behavior and mental processes**

1.1 Describe the scientific method and its role in psychology.

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.

1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.

**Content Standard 2: Ethical issues in research with human and non-human animals**

2.1 Identify ethical standards psychologists must address regarding research with human participants.

**Content Standard 3: Basic concepts of data analysis**

3.1 Define descriptive statistics and explain how they are used by psychological scientists.

3.2 Define forms of qualitative data and explain how they are used by psychological scientists.

3.3 Define correlation coefficients and explain their appropriate interpretation.

3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods.

3.5 Explain other statistical concepts, such as statistical significance and effect size.

3.6 Explain how validity and reliability of observations and measurements relate to data analysis

**Intended Outcomes - {Essential Questions}**

- What does a career in clinical mental health look like?
- How do we define psychological disorders?
- How are psychological disorders different from “normal” behavior?
- What are psychological disorders?
- How does generalized anxiety disorder affect people?
- How does panic disorder affect people?
- How do phobias affect people?
- How does obsessive-compulsive disorder affect people?
- How does post-traumatic stress disorder affect people?
- How does major depressive disorder affect people?
- How does bipolar disorder affect people?
- How can you tell someone has schizophrenia
- How do psychological issues manifest themselves in our general physical well being?
- Differentiate among psychotherapy, biomedical therapy, and an eclectic approach to therapy
- Explain how operant conditioning principles can inform therapeutic techniques
- Evaluate the pros and cons of using operant conditioning principles in therapy
- Distinguish the goals and techniques of cognitive therapy and cognitive-behavioral therapy
- Analyze the goals and benefits of group and family therapy
- Analyze the effectiveness of psychotherapy from the perspective of the client, the clinician, and the outcome



- Evaluate which psychotherapies are most effective for specific disorders
- Analyze how culture, gender, and values influence the therapist-client relationship
- Explain the rationale of preventive mental health programs
- Describe the various drug therapies
- How do we explain people's behavior?
- How do attitudes and actions work together?
- Why do we conform?
- What is the effect of conformity on our behavior?
- Why do we obey?
- What is the effect of obedience on our behavior?
- Do others help our performance?
- Do others hurt our performance?
- Are we individually responsible for our behavior regardless of context?
- Why do we become polarized in a group?
- How can we avoid groupthink?
- Can one person make a difference?
- How much influence does our culture have on our behavior?
- What is aggression?
- Why do people become aggressive?
- What is the relative contribution of nature and nurture to our lives?
- Does development occur in stages or as a continuous low from one level to another?
- As we develop, do we generally stay the same or do we experience significant change?
- Why is becoming attached to someone else important?
- How do temperament and parenting influence our development?
- How influential can deprivation of attachment be to a person?
- How is self-concept different from self-esteem?
- What factors about parenting influence future behavior in children?
- How much credit or blame do parents deserve for their children's behavior and life outcomes?
- How do peers influence your gender role?
- How do adolescents think differently from children and adults?
- How does one form an identity?
- How important is it for adolescents to form an identity?
- Who has more influence on a person's behavior and choices: parents or peers?
- Why are operational definitions important to the scientific process?
- Why is replication such an important function of science?
- How can a descriptive research method advance knowledge of a behavior or mental process?
- Why is the value of knowing that 2 variables are related?
- Why is correlation not the same as causation?
- Why is it important to know how 2 variables influence each other?
- Why is randomness important to experimentation?
- Why is it important to control variables in an experiment?
- How can knowing about statistics help you make more informed decisions?
- How does knowledge of the properties of the normal curve and central tendency help you make more informed decisions?
- What are the limits of descriptive statistics?
- Why is it important to know that a difference between variables is significant?
- Why should a sample represent the population?

- What can psychological science tell us about everyday life?
- Should all psychology studies be conducted ethically?
- Why does following ethical procedures matter?

### Enduring Understandings

- How to express an opinion with empirical support, and respectfully disagree with others without resorting to ad hominem attacks and other fallacious lines of argument
- Mental health care is not perfect either in science or practice, but the drive to help others is fundamental to the process
- A majority of people will conform to groups, and when given authority, will play the social roles they associate with that authority
- Power is difficult to wield for even those we consider to be the “best and brightest”
- Adolescence is a difficult time of physical, mental, moral and sexual maturation
- Identity is a biopsychosocial construction that is subject to change
- Difference is not a value judgment
- Correlation is not causation
- The purpose of the scientific method is to remove human bias from the pursuit of natural truth
- How to properly formulate hypotheses, design an experiment, collect and analyze data, draw conclusions, and abide by ethical guidelines when doing so
- How to work effectively within a group
- How to properly present information in writing as a laboratory report, and to an audience in a audio/visual presentation
- Notetaking, reading, test preparation and test taking strategies to prepare for collegiate academics

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	T, A	Critical Thinking and Problem Solving
X	Health Literacy	T, A	Communication
X	Civic Literacy	T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Practice testing strategies and writing approaches in preparation for the AP test
- Provide a calm, quiet environment for pre-AP examination preparation
- Investigate strengths and weaknesses of the course through a post-AP test debriefing and exit slip
- Using the *Bellevue: Inside Out* documentary, examine real psychiatric patients' symptoms & treatments
- Evaluate the state of mental health practices and procedures

- Explore Milgram's Obedience Experiment and Zimbardo's Stanford Prison Experiment through viewing and discussing documentary films
- Explore adolescent development, including Piaget, Erickson & Kohlberg's stages, through viewing and discussing the pilot episode of *Freaks and Geeks*
- Research, design and conduct psychological research
- Produce a lab report and slide presentation of a psychological experiment

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

Pre- KWL Chart, Pre-test

Formative: Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Webquest, Discussions, and Exit Cards

Summative: Student Presentations, Essay or FRQ, Test

Benchmark: FRQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

Class discussion, small group discussion, lecture, question and answer sessions, self- and team-grading, viewing and discussion of video clips, simulation activities, group projects.

Review lectures, practice tests

FRQ writing practice with peer grading

*Bellevue: Inside Out* documentary

BBC documentary on the Stanford Prison Experiment

Pilot Episode of *Freaks and Geeks*

Final Research Project: In groups of 4, students choose a topic, design a psychological experiment, collect and analyze data and draw conclusions presented in a lab report and oral presentation.

*Differentiation Strategies*

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

Flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)

Level of independence

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

*Windows/Honors*

N/A

<b>Resources</b>	
<ul style="list-style-type: none"><li>• Myers, David G. and Amy C. Fineburg (2014). <i>Myers' Psychology for AP</i>. New York, NY: BFW/Worth Publishers.</li><li>• Herzig, et al (2014). <i>Strive for a 5: Preparing for the AP Psychology Examination</i>. New York, NY: BFW/Worth Publishers.</li><li>• Myers, David G., et al (2014). <i>Teacher Resources DVD-ROM for Myers' Psychology for AP</i> New York, NY: BFW/Worth Publishers.</li><li>• Various district databases, DVDs, and online resources of teachers choice</li></ul>	