



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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|---------------------|--|---|-----------|--|-----------------|--|
| Course Title: | Advanced Placement Psychology | | | | | |
| Grade Level(s): | 11 th and 12 th grade | | | | | |
| Duration: | Full Year: | X | Semester: | | Marking Period: | |
| Course Description: | AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. | | | | | |
| Grading Procedures: | <ul style="list-style-type: none">• Major Assessments & Activities (Tests, Benchmark Assessments, Projects, Case Studies)• Minor Assessments & Activities (Classwork, Quizzes, Short Writing Responses, Reading Comprehension checks)• Supportive Assessments (Oral Presentations, Cooperative Activities, Classroom Discussions) | | | | | |
| Primary Resources: | Textbook: <i>Myers' Psychology for the AP Course</i> Supplemental Reading: <i>The 40 Studies that Changed Psychology</i> Readings and Activities from <i>5 Steps to a 5</i> Teacher created materials Additional online resources to promote learning | | | | | |

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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| Designed by: | Megan Foster |
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Under the Direction of:

Jeffrey Snyder

Written: __ July 2020 _____

Revised: _____

BOE Approval: _____

Advanced Placement Psychology

Units of Study

Unit 1 – Scientific Foundations of Psychology

Unit 2 – Biological Bases of Behavior

Unit 3 – Sensation and Perception

Unit 4 – Learning

Unit 5 – Cognitive Psychology

Unit 6 – Developmental Psychology

Unit 7 – Motivation, Emotion and Personality

Unit 8 – Clinical Psychology

Unit 9 – Social Psychology

Unit 1 Title: Scientific Foundations of Psychology

Myers' Psychology for the AP Course – Unit 1, Part 1 - Modules 1-4;
Unit 1, Part 2 – Modules 5-8

Unit Description:

Psychology is the scientific study of behavior and mental processes. This unit examines the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted. As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes. Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes. To ensure that their results are valid and reliable, psychologists' research must adhere to strict ethical and procedural guidelines. Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today.

Unit Duration: 2-3 weeks

Desired Results

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|---|--|---|
| 6.1.12.A.16.b | <p>Content Standard 1: Research methods and measurements used to study behavior and mental processes</p> <p>1.1 1.2 1.3 1.4</p> <p>Content Standard 2: Ethical issues in research with human and non-human animals</p> <p>2.1 2.2</p> <p>Content Standard 3: Basic concepts of data analysis</p> <p>3.1 3.2 3.3 3.4 3.5 3.6</p> | <p><u>Reading</u></p> <p>NJSLSA.R1. NJSLSA.R2. NJSLSA.R3.</p> <p><u>Reading Informational Text</u></p> <p>RL.11-12.1</p> <p><u>Writing</u></p> <p>W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9.</p> |

Indicators:*Students will...*

- Define psychology as a discipline and identify its goals as a science.
- Describe the emergence of psychology as a scientific discipline.
- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- Identify the research contributions of major historical figures in psychology.
- Describe the difficulties women and minorities faced in pursuing careers in psychology in the early days of the profession.
- Discuss the value of both basic and applied psychological research with human and non-human animals.
- Describe and compare different theoretical approaches in explaining behavior.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Identify the important role psychology plays in benefiting society and improving people's lives.
- Describe the scientific method and its role in psychology.
- Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
- Discuss the value of both basic and applied psychological research with human and non-human animals.
- Describe the major subfields of psychology.
- Describe the scientific method and its role in psychology.
- Differentiate types of research with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn.
- Define systematic procedures used to improve the validity of research findings, such as external validity.
- Discuss how and why psychologists use non-human animals in research.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics
- Define forms of qualitative data and explain how they are used by psychological scientists.
- Interpret graphical representations of data as used in both quantitative and qualitative methods.
- Explain how validity and reliability of observations and measurements relate to data analysis.
- Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.

Understandings:*Students will understand that...*

- How the development of psychology as an empirical science occurred.
- The major subfields within psychology.
- Research methods and measurements used to study behavior and mental processes.
- Ethical issues in research with human and non-human animals.
- Basic concepts of data analysis.

Essential Questions:

- What is psychology?
- What are the origins of psychology?
- Who are the founding fathers of modern psychology?
- What are the theoretical approaches to the study of modern psychology?
- What are the two research divisions of psychology?
- What are the various specialties in psychology?
- What changes have occurred in the ethnic and gender characteristics of psychologists over time?
- What is the scientific method and what are its four general steps?
- What are the four methods of research in psychology?
- How is a subject chosen for research experiments and what are their basic rights?

- How do you determine which method of research and data analysis to use when conducting research.

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Use of digital platforms
- Conferences
- Student performance during class activities
- Student observations
- Project based assessments
- Writing assessments
- Self and Peer evaluation
- Reading comprehension checks
- Student record keeping/notetaking
- Informal checks for understanding

Benchmarks:

Chapter Assessments – Chapter 1 Test; Research Methods Test

SGO-1

Benchmark Assessment

Learning Plan

Learning Activities:

History of Psychology (2 days)

- Identify the logic, philosophy and history of the science of psychology.

Contemporary issues and today's psychological perspectives (1-2 days)

- Describe and compare the biological, behavioral, cognitive and sociocultural perspectives.

Careers in Psychology (2 days)

- Examine psychology's subfields which are rich with diversity and encompass all three types of research: basic, applied, and clinical.

Psychology's Research Methods (4 days)

- Understand that a correlational coefficient helps determine the strength of the relationship between two variables.
- Recognize if a correlation is positive or negative based on a scatterplot graph.
- Understand that correlation does not equal causation.
- Recognize the different parts of an experiment (independent variable, dependent variable, control group) and why they are necessary when conducting this type of research.
- Pick out the dependent and independent variable in research experiments.

- Recognize the difference between a single and double blind experiment and why/when these methods are used.
- Calculate the mean, median and mode for research statistics.
- Understand why standard deviation is used in place of measures of central tendency (mean, median, mode) when conducting psychological research.
- Recognize how confounding variables can potentially ruin the outcome of a research study and how to combat these variables.

Ethics in Research (2 days)

- Recognize the importance of following ethical guidelines when conducting research.
- Examine the role of ethics in research and professional practice.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Nearpod

Social Studies 9-12 Folder

Video Resources

Crashcourse Psychology videos

"Other Voices in History"

Mary Calkins

Margaret Floy Washburn

Kenneth and Mamie Clark

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): SCI.9-12. S1.2.2.1 – Identify ethical guidelines psychologists must address regarding research with non-human animals.

SCI. 9-12. S1.2.2.2 – Identify ethical guidelines psychologists must address regarding research with human participants. .

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Rewrite the study to make it adhere to current ethical guidelines. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Identify which ethical guidelines/standards of the study were not met and how that caused the study to be considered unethical. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Recognize that a past research study is unethical. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

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| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. |
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| | <ul style="list-style-type: none"> • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students • Encourage students to make connections between past and current, modern day studies/experiments. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Provide additional worksheets/practice material on the research material. |
| English Language Learners | <ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Use demonstrations and pantomime. • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |

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| Learners with a 504 | <ul style="list-style-type: none"> Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. |
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Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies -

6.1.12.A.16.b. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving

Unit 2 Title: Biological Bases of Behavior

Myers' Psychology for the AP Course – Unit 2, Part 1- Modules 9-15;
Unit 2, Part 2 – Modules 16-18

Unit Description:

Incorporates the importance of biology to psychology, describing the foundations of body's neural, hormonal systems, and genetic components which provide the basis of all human behavior. Explains the structure and organization of the nervous system. Describes and explains the structure and functions of the brain.

Unit Duration: 4 weeks

Desired Results

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|---|--|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Biological Basis of Behavior Content Standard 1: Structure and function of the nervous system in human and non-human animals 1.1 1.2 1.3 1.4 1.5 Content Standard 2: Structure and function of the endocrine system 2.1 2.2 2.3 Content Standard 3: The interaction between biological factors and experience 3.1 3.2 3.3 Standard Area: Consciousness Content Standard 1: The relationship between conscious and unconscious processes 1.1 1.2 Content Standard 2: Characteristics of sleep and theories that explain why we sleep | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9. |

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| | and dream 2.1 2.2 2.3 2.4 2.5 Content Standard 3: Categories of psychoactive drugs and their effects 3.1 3.2 3.3 3.4 Content Standard 4: Other states of consciousness 4.1 | |
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Indicators:

Students will...

- Identify the parts of the neuron and describe the basic process of neural transmission.
- Describe how nerve cells communicate with other nerve cells
- Describe how neurotransmitters influence behavior, and explain how drugs and other chemicals affect neurotransmitters.
- Identify the major divisions and subdivisions of the human nervous system.
- Differentiate between the structures and functions of the various parts of the central nervous system.
- Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
- Describe the nature and functions of the endocrine system and its interaction with the nervous system.
- Describe the structures of the brain and their functions.
- Describe the four lobes that make up the cerebral cortex and explain their functions.
- Describe modern technology techniques for studying the brain.
- Explain the process of brain plasticity.
- Describe and analyze the effects of heredity and environment on behavior.
- Identify states of consciousness.
- Describe the circadian rhythm and its relation to sleep.
- Describe the sleep cycle.
- Compare theories about the functions of sleep.
- Describe types of sleep disorders.
- Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.

Understandings:

Students will understand that...

- Structure and function of the nervous system in human and non-human animals.
- Structure and function of the endocrine system.
- Structure and function of the brain.
- The interaction between biological factors and experience
- Methods and issues related to biological advances.
- The relationship between conscious and unconscious processes

Essential Questions:

- What are the basic building block of the nervous system and how do they function?
- What are the major divisions and subdivisions of the nervous system?
- Why are psychologist concerned with the human brain?
- How is the brain divided and organized?
- How has evolution contributed to the strengthening of the human species?
- What has the environment to do with behavior?
- Why are studies done on familial members of a family and why are twin studies done?

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| <ul style="list-style-type: none"> • Characteristics of sleep and theories that explain why we sleep and dream • Categories of psychoactive drugs and their effects • Other states of consciousness | <ul style="list-style-type: none"> • What is consciousness? • What rhythms do our body usually experience daily, monthly or yearly? • What happens to our body and mind during sleep? • What sleep disorders have detrimental effects to our physical and emotional health? • How do drugs, alcohol, medications alter our consciousness? |
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Assessment Evidence

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| Performance Tasks: <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects | Other Evidence: <ul style="list-style-type: none"> • Use of digital platforms • Conferences • Student performance during class activities • Student observations • Project based assessments • Writing assessments • Reading comprehension checks • Self and Peer evaluation • Student record keeping/notetaking • Informal checks for understanding |
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Benchmarks:

Chapter Assessments – Brain Test; Consciousness Test

Benchmark Assessment – Brain Puzzle

Learning Plan

Learning Activities:

Neurons/Neurotransmitters (4 days)

- Understand that neurons are the basic building blocks of the brain and nervous system.
- Identify the different parts of a neuron and describe their function.
- Be able to illustrate and explain the structure and action potential of a neuron(neurotransmission).
- Identify the major neurotransmitters and their functions.

The Brain (5 days)

- Identify the major structures in the hindbrain and midbrain and their functions.
- Identify the major structures in the forebrain and their functions.
- Describe how the brain is organized and the roles that particular brain structures play in behavior.
- Explain how the two halves of the brain differ in their functions.
- Identify and describe the methods scientists use to study the workings of the brain.

The Nervous System (2 days)

- Describe how the nervous system is organized.
- Describe spinal reflexes and why we have them.
- Describe the relationship between the sympathetic and parasympathetic nervous system.

The Endocrine System (1 day)

- Apply knowledge of the endocrine system to the roles of hormones in behavior.
- Demonstrate knowledge and understand of the nervous and endocrine system by locating, labeling, and giving examples of the major functions of each system on a life size diagram of the body.

States of Consciousness (1 day)

- Describe the different states of consciousness and apply your knowledge of these states to your daily experiences.

The Sleep Cycle (1 day)

- Explain how the sleep-wake cycle is regulated.
- Describe the characteristics of each stage of sleep and identify brain wave patterns associated with each stage.

Sleep and Dreaming (2 days)

- Describe the major theories of dreaming.
- Identify different types of sleep disorders and apply your knowledge to understanding sleep problems people may encounter.

Drugs and Consciousness (2 days)

- Identify various types of psychoactive drugs and describe their effects.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Nearpod

Social Studies 9-12 Folder

Video Resources

Video : Gassaniga Divided Brain

Crashcourse Psychology videos

Internet Resources

Interactive Map of the Brain: <https://www.popsoci.com/article/science/interactive-map-brain/>

Other

Human Brain specimens

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): SCI.9-12.B.1.1.2 – Describe the basic process of neural transmission

SCI.9-12.B.3.3.3 – Evaluate the biological and psychological effects of psychoactive drugs.

4.0

Students will be able to:

- **Apply knowledge of psychoactive drugs and determine whether they are agonists or antagonists based on how they affect the body.**

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| 3.0 | Students will be able to: <ul style="list-style-type: none"> Understand how agonists and antagonists affect the body |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Understand the difference between agonist and antagonist drugs |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s):SCI.9-12.B.1.1.3 – Differentiate the structures and functions of the various parts of the brain and central nervous system.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> Demonstrate their knowledge of the brain by putting together a brain puzzle, including the functions and locations of the major structures of the brain. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> Define, identify and locate the major structures of the brain |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Define the structures of the brain |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
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Unit Modifications for Special Population Students

| | |
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| Struggling Learners | <ul style="list-style-type: none"> Assist students in getting organized. Give short oral directions. Use drill exercises. Give prompt cues during student performance. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability. Provide more hands-on activities. Encourage students to visit interactive brain websites. |
| English Language Learners | <ul style="list-style-type: none"> Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. Use demonstrations and pantomime. |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
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Interdisciplinary Connections

Indicators:

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W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Science-

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple line of empirical evidence.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

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Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 3 Title: Sensation and Perception

Myers' Psychology for the AP Course – Unit 3 - Modules 20-25

Unit Description:

Explains the reason why we study sensation and perception is to explain how and why externally gathered sensations and perceptions impact behaviors and mental processes. Using input from several anatomical structures, the sensations we perceive process and interpret information about the environment around us and our place within it. This results in perceptions that influence how we think and behave. In this way, sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.

Unit Duration: 3 weeks**Desired Results**

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|--|---|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Sensation and Perception Content Standard 1: The processes of sensation and perception. 1.1 1.2 Content Standard 2: The capabilities and limitations of sensory processes 2.1 2.2 2.3 2.4 Content Standard 3: Interaction of the person and the environment in determining perception 3.1 3.2 3.3 3.4 3.5 3.6 | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9. |

Indicators:*Students will...*

- Discuss processes of sensation and perception and how they interact.
- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
- Describe the visual sensory system.
- Describe the auditory sensory system.
- Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
- Explain Gestalt principles of perception.
- Describe binocular and monocular depth cues.
- Describe the importance of perceptual constancies.
- Describe perceptual illusions.
- Describe the nature of attention.
- Discuss how experience and culture can influence perceptual processes.

Understandings:*Students will understand that...*

- The processes of sensation and perception.
- The capabilities and limitations of sensory processes.
- Interaction of the person and the environment in determining perception.

Essential Questions:

- Why are “sensory-perceptual” systems both physical and psychological experiences?
- Why are the senses important to our perception of the world?
- How do we process the information we receive from our environments?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

Assessment Evidence**Performance Tasks:**

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Use of digital platforms
- Conferences
- Student performance during class activities
- Student observations
- Project based assessments
- Writing assessments
- Reading comprehension checks
- Self and Peer evaluation
- Student record keeping/notetaking
- Informal checks for understanding

Benchmarks:

Chapter Assessments – Sensation and Perception Test
Benchmark Assessment

Learning Plan**Learning Activities:****Threshold (2 days)**

- Examine threshold, sensory differences, and sensory adaptation and how they affect sensation.

The Visual Process (2-3 days)

- Understand the visual process.
- Analyze and compare the two theories of color vision.
- Examine the different types of color deficiency and what causes each.

The Auditory Process (3 days)

- Understand how each structure in the ear aids in the hearing process.
- Compare and contrast the different theories explaining our perception of pitch.
- Distinguish between the two main types of hearing loss and what causes each.

The Chemical Senses (1 day)

- Identify the sensory receptors for taste and smell and how they allow for those sensations to occur.

The Sense of Touch (1 day)

- Learn about the sense of touch and that different areas of the body contain different amounts of sensors, thus making some of the areas of your body more sensitive than others.

Gestalt Principles (1 day)

- Explain how perception is influenced by attention, perceptual set, and modes of visual processing.
- Identify and describe the Gestalt principles of grouping objects into meaningful patterns or forms.

Monocular vs. Binocular Depth cues (2 days)

- Describe cues we use to judge distance and perceive movement.
- Monocular Depth Cue activity

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.
Readings and Activities from *The 40 Studies that Changed Psychology*.
Readings and Activities from *5 Steps to a 5*
Social Studies 9-12 Folder
Nearpod

Video Resources:

Crashcourse Psychology videos

Internet Resources

Color Deficiency simulator - <https://www.color-blindness.com/coblis-color-blindness-simulator/>

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):SCI.9-12.B.2.3.2 – Describe binocular and monocular depth cues.

| | |
|-----|--|
| 4.0 | Students will be able to: <ul style="list-style-type: none"> Analyze photos and find all of the monocular depth cues present and explain why they chose that particular cue. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> Identify the different monocular depth cues and understand how these cues allow us to accurately determine depth. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Recognize the difference between monocular and binocular depth cues. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts. Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. Resist immediate and constant evaluation. Avoid comparisons to other students Encourage students to look for “real life” examples of threshold and adaptation occurring around them. Keep a log of these examples and report back to the class. |
| Struggling Learners | <ul style="list-style-type: none"> Assist students in getting organized. Give short oral directions. Use drill exercises. Give prompt cues during student performance. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students’ daily progress. Prepare materials at varying levels of ability. Provide more hands-on activities. Encourage students to watch Crashcourse Psychology videos on Sensation and Perception and take notes. |
| English Language Learners | <ul style="list-style-type: none"> Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. Use demonstrations and pantomime. Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. |

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| | <ul style="list-style-type: none"> • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Science-

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple line of empirical evidence.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 4 Title: Learning

Myers' Psychology for the AP Course – Unit 3 - Modules 26 - 28

Unit Description:

The purpose of this unit is to provide a framework for understanding the principles of learning theories and their application in daily living. Focuses on learning and the process of learning associations. Teaches methods of classical and operant conditioning, shaping, reinforcement, and behaviorism. Explains the process of observational learning, and the impact of antisocial and prosocial modeling.

Unit Duration: 2 weeks

Desired Results

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|--|---|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Learning Content Standard 1: Classical conditioning 1.1 1.2 1.3 Content Standard 2: Operant conditioning 2.1 2.2 2.3 2.4 Content Standard 3: Observational and cognitive learning. 3.1 3.2 | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9. |

Indicators:

- Describe the principles of classical conditioning.
- Describe clinical and experimental examples of classical conditioning.
- Apply classical conditioning to everyday life.
- Describe the Law of Effect.

- Describe the principles of operant conditioning.
- Describe clinical and experimental examples of operant conditioning.
- Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- Apply operant conditioning to everyday life.
- Describe the principles of observational and cognitive learning.
- Apply observational and cognitive learning to everyday life.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

Understandings:

Students will understand that...

- Classical conditioning
- Operant conditioning
- Observational and cognitive learning

Essential Questions:

- How do we learn?
- How do our experiences influence our behaviors and mental processes?
- What is classical conditioning?
- What is operant conditioning?
- What is cognitive learning?
- What is observational learning?

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
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Other Evidence:

- Use of digital platforms
- Conferences
- Student performance during class activities
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- Project based assessments
- Writing assessments
- Reading comprehension checks
- Self and Peer evaluation
- Student record keeping/notetaking
- Informal checks for understanding

Benchmarks:

Chapter Assessments – Learning Theory Test

Benchmark Assessments

Reinforcement Experiment

Learning Plan

Learning Activities:

Classical Conditioning (2 days)

- Define learning in psychological terms.
- Describe the processes of classical conditioning and explain how conditioned responses are acquired.
- Identify key figures in the development and application of classical conditioning and describe their contributions.

Operant Conditioning (4 days)

- Identify key figures in the development and application of operant conditioning and describe their contributions.
- Explain the differences between different types of reinforcement and punishment.
- Explain the different schedules of reinforcement.
- Explain the differences between escape learning and avoidance learning.

Cognitive Learning (2 days)

- Define cognitive learning.
- Identify and describe several forms of cognitive learning (insight learning, observational learning).
- Apply principles of cognitive learning to real-life examples.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.
 Readings and Activities from *The 40 Studies that Changed Psychology*.
 Readings and Activities from *5 Steps to a 5*
 Social Studies 9-12 Folder
 Nearpod

Video Resources

Crashcourse Psychology Videos
<https://www.youtube.com/watch?v=TtfQlkGwE2U&t=9s>

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Standard(s): SCI.9-12.DL.2.2.2 – Describe the principles of operant conditioning.

| | |
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| 4.0 | Students will be able to: Develop a way to test either positive/negative punishment/reinforcement on another individual and hypothesize what the affect on their behavior will be. • |
| 3.0 | Students will be able to: Understand how positive and negative reinforcement/punishment can either increase or decrease the likelihood of someone performing a specific behavior. • |
| 2.0 | Students will be able to: Differentiate between positive and negative punishment and reinforcement. • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |

| | |
|-----|----------------------------|
| 0.0 | Even with help, no success |
|-----|----------------------------|

| Unit Modifications for Special Population Students | |
|--|---|
| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. • Develop an opportunity to test a concept of classical conditioning, operant conditioning, and/or cognitive learning and write a brief report on their findings. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse Psychology videos on conditioning and take notes. |
| English Language Learners | <ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Use demonstrations and pantomime. • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
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| | <ul style="list-style-type: none"> • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
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Interdisciplinary Connections

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NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 5 Title: Cognitive Psychology

Myers' Psychology for the AP Course –

Unit 5, Part 1 Modules 31 -36

Unit 5, Part 2 – Modules 37 - 41-

Unit Description:

This unit describes information processing, sensory memory, short-term and long-term memory. Examines automatic and effortful processing, rehearsing. Explains the importance of meaning, imagery, and organization in the memory encoding process. Defines the nature, capacity, duration of memory, implicit and explicit memory and the brain structures and biological changes that are associated with memory and storage. Explains the process of retrieving information, recall, recognition, retrieval cues, and the impact of environmental contexts and internal emotional states on retrieval. Illustrates why we forget, the role of encoding failure, and storage decay. Learn the impact of imagination and the constructive nature of memory. Looks at the controversy over repressed and recovered memories, the reliability of children's memory, eyewitness memory and the difficulty in discerning true from false memories. Demonstrates how we use trial and error, algorithms, heuristics and insight to solve problems and how personal beliefs may distort logical reasoning. Describes and compares artificial intelligence with the human mind.

The unit defines the nature of intelligence, correlation to brain anatomy, correlation to creativity. Traces the origins of intelligence testing, compares aptitude and achievement tests, describes test standardization, and discusses the validity and reliability of intelligence testing. Focuses on genetic and environmental influences on intelligence. Describes the structure of language and language acquisition. Traces the nature/nurture effect on language as well as the Sappir-Whorf hypothesis on language. Discusses controversy over whether animals can use language.

Unit Duration: 4 weeks**Desired Results**

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

New Jersey Student Learning Standards in Social Studies

American Psychological Association National Standards for High School Psychology Curricula

English Language Arts Standards

| | | |
|--|--|---|
| <p>6.2.12.C.6.d</p> <p>6.1.12.C.16.a</p> | <p>Standard Area: Memory</p> <p>Content Standard 1: Encoding of memory</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>Content Standard 2: Storage of memory</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>Content Standard 3: Retrieval of memory</p> <p>3.1</p> <p>3.2</p> <p>3.4.</p> <p>3.5</p> <p>Standard Area: Thinking</p> <p>Content Standard 1: Basic elements comprising thought</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>Content Standard 2: Obstacles related to thought</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>Standard Area: Intelligence</p> <p>Content Standard 1:</p> <p>Perspectives on intelligence</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>Content Standard 2:</p> <p>Assessment of intelligence</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>Content Standard 3: Issues in intelligence</p> <p>3.1</p> <p>3.2</p> | <p><u>Reading</u></p> <p>NJSLSA.R1.</p> <p>NJSLSA.R2.</p> <p>NJSLSA.R3.</p> <p><u>Reading Informational Text</u></p> <p>RL.11-12.1</p> <p><u>Writing</u></p> <p>W.11-12.2.</p> <p>W.11-12.3.</p> <p>W.11-12.7.</p> <p>W.11-12.9.</p> |
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| | <p>Standard Area: Language Development</p> <p>Content Standard 1: Structural features of language 1.1 1.2</p> <p>Content Standard 2: Theories and developmental stages of language acquisition 2.1 2.2 2.3</p> <p>Content Standard 3: Language and the brain 3.1 3.2</p> | | |
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Indicators:

- Identify factors that influence encoding.
- Characterize the difference between shallow (surface) and deep (elaborate) processing.
- Discuss strategies for improving the encoding of memory.
- Describe the differences between working memory and long-term memory.
- Identify and explain biological processes related to how memory is stored.
- Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- Discuss strategies for improving the storage of memories.
- Analyze the importance of retrieval cues in memory.
- Explain the role that interference plays in retrieval.
- Discuss the factors influencing how memories are retrieved.
- Explain how memories can be malleable.
- Discuss strategies for improving the retrieval of memories.
- Define cognitive processes involved in understanding information.
- Define processes involved in problem solving and decision making.
- Discuss non-human problem-solving abilities.
- Describe obstacles to problem solving.
- Describe obstacles to decision making.
- Describe obstacles to making good judgments.
- Discuss intelligence as a general factor.
- Discuss alternative conceptualizations of intelligence.
- Describe the extremes of intelligence.
- Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
- Identify current methods of assessing human abilities.
- Identify measures of and data on reliability and validity for intelligence test scores.
- Discuss issues related to the consequences of intelligence testing.
- Discuss the influences of biological, cultural, and environmental factors on intelligence.
- Describe the structure and function of language.
- Discuss the relationship between language and thought.
- Explain the process of language acquisition.
- Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
- Evaluate the theories of language acquisition.
- Identify the brain structures associated with language.
- Discuss how damage to the brain may affect language.

| | |
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| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Encoding of memory • Storage of memory • Retrieval of memory • Basic elements comprising thought • Obstacles related to thought • Perspectives on intelligence • Assessment of intelligence • Issues in intelligence • Structural features of language • Theories and developmental stages of language acquisition • Language and the brain | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What roles do memory and thinking play in our behaviors? • What is intelligence and how can we study it to understand it? • Where are memories formed and stored? • What are the major types of long-term memory? • What is the difference between semantic, declarative, and episodic memory? • Why do we forget? • What are the major concepts people use in thinking and how are they applied? • What are some of the problem solving processes that people use? • Why is language so important to the evolution of humans? • How does language develop and when do we learn to use and understand language? • What is intelligence? • How is intelligence measured? |
| <p>Assessment Evidence</p> | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Use of digital platforms • Conferences • Student performance during class activities • Student observations • Project based assessments • Writing assessments • Reading comprehension checks • Self and Peer evaluation • Student record keeping/notetaking • Informal checks for understanding |
| <p>Benchmarks: Chapter Assessments – Memory Test, Thinking and Intelligence Test Benchmark Assessments</p> | |
| <p>Learning Plan</p> | |

Learning Activities:

Memory: The Processes of Memory (1 day)

- Identify and describe the basic processes of memory.

The Stages of Memory (3 days)

- Identify and describe the stages of memory, focusing on sensory, short-term and long-term memory.

Forgetting (3 days)

- Describe the major differences between Decay Theory, Interference Theory, and Retrieval Theory.
- Understand and explain the difference between recall and recognition.
- Describe the two major types of amnesia.
- Identify key brain structures involved in memory and explain the roles of neural networks and long-term potentiation.

Thinking: Mental Imagery and Concepts (4 days)

- Define thinking.
- Describe the roles of mental imagery, concept formation, problem solving, and creativity in thinking.
- Explain the difference between logical and natural concepts.

Problem Solving (4 days)

- Apply their knowledge of thinking/problem solving/decision making concepts to and everyday life example...What are you doing to do next year?
- Apply your knowledge of mental roadblocks and cognitive biases to how these factors affect problem solving and decision making.

Intelligence: Intelligence and Testing (3 days)

- Define intelligence and identify the major figures in the development of intelligence tests.
- Describe the different tests of intelligence and evaluate the characteristics of a good test of intelligence.
- Describe the characteristics of the two extremes of intelligence.
- Describe the major theories of intelligence and identify the major theorists.
- Discuss the biological, cultural, and environmental influences on intelligence.

Language Development: Learning Language (2 days)

- Identify the different stages of language development.
- Explain the factors involved in language development.
- Evaluate the linguistic relatively hypothesis in light of evidence.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Social Studies 9-12 Folder

Nearpod

Video Resources

Crashcourse Psychology videos

Movie: 50 First Dates

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| Standard(s):SCI.9-12.C.2.1.2 – Define processes involved in problem solving and decision making | |
| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Apply their knowledge of thinking/problem solving/decision making concepts to an everyday life example...What are you doing to do next year? |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Understand how and when to use different problem solving strategies/decision making concepts. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Identify different problem solving strategies/decision making concepts. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|--|
| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. • Apply your knowledge of mental roadblocks and cognitive biases to how these factors affect problem solving and decision making. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse Psychology videos and take notes as they watch. |
| English Language Learners | <ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Use demonstrations and pantomime. • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. |

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| | <ul style="list-style-type: none"> • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 6 Title: Developmental Psychology

Myers' Psychology for the AP Course –

Unit 6, Modules 42 -51

Unit Description:

In this unit, students gain an understanding of human development as a lifelong process, with each stage of life characterized by different issues and challenges. It explains Darwin's evolutionary processes of human development, paying particular attention to prenatal development and the influences of heredity. Child development examines Piaget's four stages of brain development and environmental influence of parents, peers, and culture on development and behavior; also examines gender identity. Modern studies of newborn sensory capabilities and survival outside the womb have greatly advanced theories on prenatal and infancy stages. Early childhood focuses on development through age 11 also examining learning and morality development. Adolescence details physical, cognitive and emotional development. The adulthood section studies middle adulthood through old age, death and dying.

Unit Duration: 3 weeks**Desired Results****Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards**

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|--|---|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Developmental Content Standard 1: Methods and issues in life span development 1.1 1.2 1.3 1.4 1.5 Content Standard 2: Theories of life span development 2.1 | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> |

| | | | |
|--|---|--|--|
| | 2.2 2.3 Content Standard 3: Prenatal development and the newborn 3.1 3.2 Content Standard 4: Infancy (i.e., the first two years of life) 4.1 4.2 4.3 4.4 Content Standard 5: Childhood 5.1 5.2 5.3 Content Standard 6: Adolescence 6.1 6.2 6.3 6.4 Content Standard 7: Adulthood and aging 7.1 7.2 7.3 | W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9. | |
|--|---|--|--|

Indicators:

- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- Explain issues of continuity/discontinuity and stability/change.
- Distinguish methods used to study development.
- Describe the role of sensitive and critical periods in development.
- Discuss issues related to the end of life.
- Discuss theories of cognitive development.
- Discuss theories of moral development.
- Discuss theories of social development.
- Describe physical development from conception through birth and identify influences on prenatal development.
- Describe newborns' reflexes, temperament, and abilities.
- Describe physical and motor development.
- Describe how infant perceptual abilities and intelligence develop.
- Describe the development of attachment and the role of the caregiver.
- Describe the development of communication and language.
- Describe physical and motor development.
- Describe how memory and thinking ability develops.
- Describe social, cultural, and emotional development through childhood.
- Identify major physical changes.
- Describe the development of reasoning and morality.
- Describe identity formation.
- Discuss the role of family and peers in adolescent development.
- Describe how sex hormones influence prenatal and adolescent sexual development, and explain intersex conditions.
- Discuss psychological research examining gender identity.

- Discuss psychological research examining diversity in sexual orientation.
- Compare and contrast gender identity and sexual orientation.
- Identify major physical changes associated with adulthood and aging.
- Describe cognitive changes in adulthood and aging.
- Discuss social, cultural, and emotional issues in aging.

Understandings:

Students will understand that...

- Methods and issues in life span development
- Theories of life span development
- Prenatal development and the newborn
- Infancy (i.e., the first two years of life)
- The Social, Emotional, Intellectual, Moral, and Psychical changes that occur during childhood, adolescence, and adulthood.

Essential Questions:

- What is developmental psychology?
- What is the evolutionary theory of development?
- What is the nature vs. nurture controversy?
- What are the two key research strategies employed in studying developmental changes over the life-span?
- What are the stages of prenatal development?
- What is temperament?
- What is attachment?
- What are Erikson's psychosocial stages of childhood?
- Who is Piaget and what are his theories on early child cognitive development?
- What happens in the period of adolescence?
- Who is Kohlberg and what is his theory on morality development?
- Why is adolescence considered a "crisis"?
- What is gender identity?
- What constitutes adulthood?

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Use of digital platforms
- Conferences
- Student performance during class activities
- Student observations
- Project based assessments
- Writing assessments
- Reading comprehension checks
- Self and Peer evaluation
- Student record keeping/notetaking
- Informal checks for understanding

Benchmarks:

Chapter Assessments – Developmental Test; Gender/Sexuality Quiz

Benchmark Assessments – Piaget Field Experiment

Learning Plan**Learning Activities:****Intro to Developmental Psychology (1 day)**

- Identify for major questions/issues underlying the study of human development.
- Identify and describe two major methods psychologists use to study developmental changes and evaluate their strengths and weaknesses.

Prenatal Development (2 days)

- Identify and describe the stages of prenatal development.
- Apply knowledge of teratogens to the threats faced during prenatal development.
- Identify the major reflexes present at birth.

Child Development (4 days)

- Describe how an infant's motor skills change through the first year of life.
- Identify and describe the major types of temperament and attachment styles.
- Identify Erikson's stages of psychosocial development in childhood and describe the central challenge in each stage.
- Identify and describe the major styles of parenting and apply this knowledge to outcomes associated with these types.
- Describe the characteristics of each stage in Piaget's theory of cognitive development and evaluate his legacy.
- Describe Vygotsky's psychosocial theory of cognitive development.

Adolescent Development (2 days)

- Describe the physical and psychological changes that occur during puberty and evaluate the effects of pubertal timing on boys and girls.
- Describe changes in cognitive and psychosocial development during adolescence.
- Identify and describe Kohlberg's stages of moral reasoning and evaluate his theoretical model.

Adult Development (3 days)

- Describe changes in physical, cognitive, psychosocial, and emotional development from early to late adulthood.
- Describe the major variations in adult lifestyles today.
- Identify and describe Erikson's stages of psychosocial development through adolescence and adulthood and apply this knowledge to our understanding of the major psychosocial challenges we face through the lifespan.
- Explain the difference between fluid and crystallized intelligence.
- Identify and describe the stages of dying in Kubler-Ross's model.

Gender Development (2 days)

- Define the terms sex, gender, and gender identity and explain how they differ.
- Examine the use of gender roles and stereotypes in today's society.
- Define transsexualism and evaluate current understandings of its development.

- Identify gender differences in cognitive abilities, personality traits, and leadership styles.

Sexuality (1 days)

- Identify different types of sexual dysfunctions and evaluate their causes and describe their treatments.
- Synthesize what research has taught us about sexual orientation.
-

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Social Studies 9-12 Folder

Nearpod

Video Resources

Video: The Baby Human

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Standard(s): SCI.9-12.DL.1.5.2 – Describe how memory and thinking ability develops.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Apply knowledge of Piaget's Stages of Cognitive Development by performing conservation experiments on children in varying stages of cognitive development and then using results to write a report on their findings. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Describe the major differences between each stage of Piaget's stages of cognitive development, specifically focusing on the process of conservation. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Identify Piaget's Stages of Cognitive Development |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|--------------------------|--|
| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. • Encourage students to read current research studies on gender development and sexual orientation. |
|--------------------------|--|

| | |
|----------------------------------|--|
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse Psychology videos on development and take notes. |
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W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Integration of 21st Century Skills**Indicators:**

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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

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Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving

Unit 7 Title: Motivation, Emotion and Personality

Myers' Psychology for the AP Course –

Unit 7, Part 1 (Motivation, Emotion and Stress) - Modules 52 - 59

Unit 7, Part 2 (Personality) – Modules 60 - 64

Unit Description:

This unit explains that motivation is the force that energizes and directs our behavior. Researches the interplay between the physiological and psychological drive for hunger motivation. Discusses sexual motivation, sexual behavior, and what determines sexual orientation. Examines organizational and industrial psychology methods and the motivation to work. Discusses theoretical controversies concerning the components of emotion. Illustrates the physiological changes that occur during expression of emotion, and the mind/body connection.

Examines the role of stress in our physical and mental health and look at the physiological and psychological factors that impact our health. Identifies the types of stress and to what extent stress contributes to illness and psychological problems. Describes the various sources of stress. Focuses on preventing illness and promoting health through stress management, nutrition and good health practices. Discusses coronary heart disease and cancer.

This unit defines personality, evaluates the contributions of Freud and the neo-Freudians, with the psychoanalytic theory. Examines why the humanistic perspective developed. Examines personality inventories and the “Big Five” dimensions of the “Trait Theory”. Describes contemporary theory of the social-cognitive perspective on personality. Analyzes modern day’s emphasis on the “self”. Evaluates the benefits of self-esteem and non-conscious information processing. Compares personality development in collectivist and individualistic societies. Allows students to take a modern personality test and to gauge its validity

Unit Duration: 3-4 weeks

Desired Results

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|---|--|--|
| <p>6.2.12.C.6.d 6.1.12.C.16.a</p> | <p>Standard Area: Motivation</p> <p>Content Standard 1: Perspectives on motivation 1.1 1.2 1.3 1.4</p> <p>Content Standard 2: Domains of motivated behavior in humans and non-human animals 2.1 2.2 2.3 2.4</p> <p>Standard Area: Emotion</p> <p>Content Standard 1: Perspectives on emotion 1.1 1.2 1.3</p> <p>Content Standard 2: Emotional interpretation and expression 2.1 2.2 2.3</p> <p>Content Standard 3: Domains of emotional behavior 3.1 3.2</p> <p>Standard Area: Personality</p> <p>Content Standard 1: Perspectives on personality 1.1 1.2 1.3 1.4</p> <p>Content Standard 2: Assessment of personality 2.1 2.2</p> | <p><u>Reading</u></p> <p>NJSLSA.R1. NJSLSA.R2. NJSLSA.R3.</p> <p><u>Reading Informational Text</u></p> <p>RL.11-12.1</p> <p><u>Writing</u></p> <p>W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9.</p> |

| | | |
|--|---|--|
| | Content Standard 3: Issues in personality 3.1 3.2 3.3 3.4 3.5 | |
| Indicators: <ul style="list-style-type: none"> • Explain biologically based theories of motivation. • Explain cognitively based theories of motivation. • Explain humanistic theories of motivation. • Explain the role of culture in human motivation. • Discuss eating behavior. • Discuss sexual behavior and orientation. • Discuss achievement motivation. • Discuss other ways in which humans and non-human animals are motivated. • Explain the biological and cognitive components of emotion. • Discuss psychological research on basic human emotions. • Differentiate among theories of emotional experience. • Explain how biological factors influence emotional interpretation and expression. • Explain how culture and gender influence emotional interpretation and expression. • Explain how other environmental factors influence emotional interpretation and expression. • Identify biological and environmental influences on the expression and experience of negative emotions, such as fear. • Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness. • Evaluate psychodynamic theories. • Evaluate trait theories. • Evaluate humanistic theories. • Evaluate social-cognitive theories. • Differentiate personality assessment techniques. • Discuss the reliability and validity of personality assessment techniques. • Discuss biological and situational influences. • Discuss stability and change. • Discuss connections to health and work. • Discuss self-concept. • Analyze how individualistic and collectivistic cultural perspectives relate to personality. | | |
| Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Perspectives on motivation • Domains of motivated behavior in humans and non-human animals • Perspectives on emotion • Emotional interpretation and expression • Domains of emotional behavior • Stress is the pressure or demand placed on an organism to adjust or adapt. • "GAS" is the three stage stress response of the body to persistent or intense stress. • Persistent emotional arousal(such as stress) may damage our cardiovascular system | Essential Questions: <ul style="list-style-type: none"> • What is instinct? • What is motivation? • What is arousal theory? • What are the psychological sources of motivation? • What are psychosocial needs? • What is Maslow's Hierarchy of needs? • What is cognitive-dissonance? • What motivates hungry? • What are emotions? • What is the facial-feedback hypothesis? • What is happiness and why is it important? • What is stress? | |

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| <p>caused by the effects of epinephrine and norepinephrine</p> <ul style="list-style-type: none"> • Perspectives on personality • Assessment of personality • Issues in personality | <ul style="list-style-type: none"> • What is “GAS” (general adaptation syndrome)? • What does stress cause the endocrine system to do? • How are psychological factors linked to the health of our heart and circulatory system • What is personality? • Who is Freud and what theory did he have on personality development and treatment for emotional problems? • What is the “Trait Theory”? • What is the “Big Five” Model of Personality? • What is the social-cognitive theory of personality development? • What is the humanistic theory of personality? • What are the various types of personality testing? |
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Assessment Evidence

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| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Use of digital platforms • Conferences • Student performance during class activities • Student observations • Project based assessments • Writing assessments • Reading comprehension checks • Self and Peer evaluation • Student record keeping/notetaking • Informal checks for understanding |
|--|--|

Benchmarks:

Chapter Assessments – Motivation Test, Emotion Test, Personality Test
Benchmark Assessments

Learning Plan

Learning Activities:

Sources of Motivation (2 days)

- Identify the biological sources of motivation: Instinct Theory, Drive Theory and Arousal Theory.
- Identify and describe the psychological sources of motivation.
- Define cognitive dissonance and explain how it can be reduced.
- Identify and describe Maslow's Hierarchy of Needs.

Hunger and Motivation (1 day)

- Explain how hunger and appetite are regulated.
- Identify factors contributing to obesity.
- Identify and describe the types of eating disorders and explain causal factors involved in these disorders.

...Affiliation and Achievement (1 day)

- Describe the evidence that points to our human affiliation need – our need to belong.
- Discuss achievement motivation.

Theories of Emotion (1 day)

- Describe how arousal, expressive behavior, and cognition interact in emotion.

Emotion: Love and Happiness (1 day)

- Evaluate factors involved in human happiness.
- Describe the three components of the triangular model of love and apply these components to different types of loving relationships based on these components.

Stress and Health (3 days)

- Identify the types of stress and the various sources of stress.
- Understand the effect of stress on the body, particularly the endocrine and immune system.
- Understand the General Adaptation Syndrome (GAS)

Theories of Personality: Psychoanalytic Approach (4 days)

- Define the concept of personality.
- Identify and describe three levels of consciousness and three mental structures in Freud's psychoanalytic theory.
- Identify the stages of psychosexual development in Freud's theory and describe the features in each stage.
- Describe the different types of defense mechanisms and apply this knowledge to examples.
- Describe the personality theories of Jung, Adler, and Horney.

Theories of Personality – Humanistic and Trait Theory (2 days)

- Describe the humanistic theories of Carl Rogers and Abraham Maslow.
- Describe the trait theories of Allport, Cattell, Eysenck, and the Big Five model and apply this knowledge to examples of various traits.

Theories of Personality – Social cognitive Theory (1 day)

- Describe how social-cognitive theorists view personality development and how they explore behavior.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Nearpod

Social Studies 9-12 Folder

Video Resources:

Crashcourse Psychology videos

Internet Resources

www.personal.psu.edu/~j5j/IPIP

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

| | |
|------------|--|
| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Search through newspaper/internet articles related to human/animal behavior and determine which theory(ies) of motivation caused their particular behavior. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Compare and contrast the different theories of motivation and understand how they affect human/animal behavior. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Understand that people/animals are motivated by different things. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------------|--|
| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. • Encourage student to take the NEO IPIP Personality test online and analyze results. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse videos on motivation, emotion and personality. |
| English Language Learners | <ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Use demonstrations and pantomime. • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. |

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 8 Title: Clinical Psychology

Myers' Psychology for the AP Course –

Unit 8, Part 1 (Abnormal Behavior) - Modules 66 - 68

Unit 8, Part 2 (Treatment of Abnormal Behavior) – Modules 70 - 73

Unit Description:

In this unit, students will gain a basic understanding of the major classifications of psychological disorders, and the underlying theoretical explanations for each. Anxiety, somatoform, dissociative, mood, schizophrenic, and personality disorders are analyzed through discussion of symptoms, use of testing instruments, and examination of what constitutes normal and abnormal behavior as defined by a society. Identifies characteristics, labels, and rates of psychological disorders.

This unit evaluates the effectiveness of psychological therapies: psychoanalysis, humanistic, behavioral, cognitive and group and family. It discusses various intervention methods, including psychotherapy and medical interventions. The action mechanisms of different therapeutic pharmacology on the brain are explored. Preventive strategies for minimizing the risks of developing psychological disorders is also discussed. Analyzes the commonalities of therapies as well as alternative therapies. Describes the biomedical therapies: drug, electroconvulsive shock therapy, and psychosurgery.

Unit Duration: 3 weeks (plus 2 weeks after AP Psychology Test)

Desired Results

Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|--|---|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Abnormal Behavior Content Standard 1: Perspectives on abnormal behavior 1.1 1.2 1.3 1.4 1.5 Content Standard 2: Categories of psychological disorders 2.1. 2.2 2.3 | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> W.11-12.2. |

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| | <p>2.4</p> <p>Standard Area: Treatment of Abnormal Behavior</p> <p>Content Standard 1: Perspectives on treatment 1.1 1.2 1.3</p> <p>Content Standard 2: Categories of treatment and types of treatment providers 2.1 2.2 2.3 2.4 2.5 2.6</p> <p>Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders 3.1 3.2</p> | <p>W.11-12.3.</p> <p>W.11-12.7.</p> <p>W.11-12.9.</p> | |
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Indicators:

- Define psychologically abnormal behavior.
- Describe historical and cross-cultural views of abnormality.
- Describe major models of abnormality.
- Discuss how stigma relates to abnormal behavior.
- Discuss the impact of psychological disorders on the individual, family, and society.
- Describe the classification of psychological disorders.
- Discuss the challenges associated with diagnosis.
- Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- Evaluate how different factors influence an individual's experience of psychological disorders.
- Explain how psychological treatments have changed over time and among cultures.
- Match methods of treatment to psychological perspectives.
- Explain why psychologists use a variety of treatment options.
- Identify biomedical treatments.
- Identify psychological treatments.
- Describe appropriate treatments for different age groups.
- Evaluate the efficacy of treatments for particular disorders.
- Identify other factors that improve the efficacy of treatment.
- Identify treatment providers for psychological disorders and the training required for each.
- Identify ethical challenges involved in delivery of treatment.
- Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

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| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Perspectives on abnormal behavior • Categories of psychological disorders • Perspectives on treatment • Categories of treatment and types of treatment providers • Legal, ethical, and professional issues in the treatment of psychological disorders | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is abnormal behavior? • What are psychological disorders? • What are the major types of anxiety disorders? • What is a dissociative disorder? • What is a somatoform disorder? • What is a mood disorder? • What is schizophrenia? • What are personality disorders? • What are the different types of psychotherapy available today? • How has the treatment of people with mental illness changed over time? |
| <p>Assessment Evidence</p> | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Use of digital platforms • Conferences • Student performance during class activities • Student observations • Project based assessments • Writing assessments • Reading comprehension checks • Self and Peer evaluation • Student record keeping/notetaking • Informal checks for understanding |
| <p>Benchmarks: Chapter Assessments – Abnormal Psychology Test Benchmark Assessments – Case Studies</p> | |
| <p>Learning Plan</p> | |
| <p>Learning Activities: Intro to Psychological Disorders (1 day)</p> <ul style="list-style-type: none"> • Identify criteria used to distinguish normal behavior from abnormal behavior and apply this knowledge to examples. • Describe the different conceptual models of abnormal behavior. • Explain how psychological disorders are classified in the DSM system. | |

Psychological Disorders and Treatment: Anxiety Disorders, OCD and PTSD (3 days)

- Identify and describe different types of anxiety disorders and apply this knowledge to examples of these different categories.
- Identify the different treatment methods (biological and psychological) for treating anxiety disorders.
- Apply knowledge of the DSM-V and anxiety disorders to several case studies.

Psychological Disorders and Treatment: Mood Disorders (3 days)

- Identify and describe different types of mood disorders and apply this knowledge to examples of these different categories.
- Identify the different treatment methods (biological and psychological) for treating mood disorders.

Psychological Disorders and Treatment: Somatoform/Dissociative Disorders (2 days)

- Identify and Describe different types of somatoform and dissociative disorders and apply this knowledge to examples of these different disorders.
- Identify the different treatment methods (psychological) for treating somatoform/dissociative disorders.

Psychological Disorders and Treatment: Schizophrenia (2 days)

- Describe the major features or symptoms of schizophrenia and evaluate underlying causal factors.
- Explain the diathesis-stress model of schizophrenia.
- Identify the different treatment methods (psychological and biological) for treating Schizophrenia.

Psychological Disorders and Treatment: Personality Disorders (1 day)

- Describe the features of antisocial personality disorder, narcissistic personality disorder, and borderline personality disorder.
- Discuss the limited treatment methods available for treating personality disorders.

Psychological Disorders and Treatment: Treatment in Depth (2 days)

- Describe the techniques used in different types of psychotherapy.
- Identify different types of psychiatric drugs and evaluate their advantages and disadvantages.
- Describe other biomedical therapies and explain why they are controversial.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Nearpod

Social Studies 9-12 Folder

Diagnostic and Statistical Manual of Mental Disorders (DSM) V

Video Resources

Crashcourse Psychology videos

Movie: A Beautiful Mind

Movie: Sybil

Movie: Silver Linings Playbook

Video: Inside Bellevue Psychiatric Hospital

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): **SCI.9-12.IV.4.2.3** – Describe symptoms and causes of major categories of psychological disorders.

SCI.9-12.IV.4.2.4 – Evaluate how different factors influence an individual's experience of psychological disorders.

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| 4.0 | Students will be able to: |
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| | <ul style="list-style-type: none"> • Apply their knowledge of psychological disorders to case studies of individuals with psychological disorders. Students will read case studies and determine the psychological disorder from which the person is suffering using the DSM-V to help with diagnosis. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Identify the major symptoms of each psychological disorder. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Identify the different categories of psychological disorders. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

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| Advanced Learners | <ul style="list-style-type: none"> • Provide ample opportunities for creative behavior. • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. • Show appreciation for creative efforts. • Respect unusual questions, ideas, and solutions. • Encourage students to test their ideas. • Provide opportunities and give credit for self initiated learning. • Avoid overly detailed supervision and too much reliance on prescribed curricula. • Allow time for reflection. • Resist immediate and constant evaluation. • Avoid comparisons to other students. • Encourage student to do further independent research on new treatment options available for treating a specific psychological disorder. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse Psychology videos on the specific disorders and take notes. |
| English Language Learners | <ul style="list-style-type: none"> • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • Use demonstrations and pantomime. • Ask questions that can be answered by a physical movement such as pointing, nodding, or manipulation of materials. • When possible, use pictures, photos, and charts. • Write key terms on the board. As they are used point to them. • Corrections should be limited and appropriate. • Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Integrate students' cultural background into class discussions. |

| | |
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| | <ul style="list-style-type: none"> • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
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Indicators:

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W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Unit 9 Title: Social Psychology

Myers' Psychology for the AP Course –

Unit 9 - Modules 74 -80

Unit Description:

The purpose of this unit is to study how humans think, influence, and relate to one another. The interaction among the individual, group, and cultural influences, and biology are analyzed and viewed in the context of the impact upon society. Explains the importance of attribution in social behavior and the dangers of fundamental attribution error.

Focuses on how the presence of others influences our actions in conformity, obedience and group interactions. Describes the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, gender, prejudice and discrimination. Discusses effective ways of encouraging peaceful cooperation and reducing social conflict. Defines “psychology goes to work” and understanding job and life satisfaction.

Unit Duration: 3 weeks (plus 1-2 weeks after AP Psychology Test)**Desired Results****Standard(s): New Jersey Student Learning Standards/American Psychological Association National Standards for High School Psychology Curricula/English Language Arts Standards**

| New Jersey Student Learning Standards in Social Studies | American Psychological Association National Standards for High School Psychology Curricula | English Language Arts Standards |
|--|--|--|
| 6.2.12.C.6.d 6.1.12.C.16.a | Standard Area: Social Psychology Content Standard 1: Social cognition 1.1 1.2 1.3 Content Standard 2 : Social influence 2.1 2.2 2.3 2.4 Content Standard 3: Social relations 3.1 3.2 3.3 3.4 | <u>Reading</u> NJSLSA.R1. NJSLSA.R2. NJSLSA.R3. <u>Reading Informational Text</u> RL.11-12.1 <u>Writing</u> W.11-12.2. W.11-12.3. W.11-12.7. W.11-12.9. |

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| | <p>Standard Area: Sociocultural Diversity</p> <p>Content Standard 1: Social and cultural diversity</p> <p>1.1 1.2 1.3 1.4 1.5 1.6</p> <p>Content Standard 2: Diversity among individuals</p> <p>2.1 2.2 2.3 2.4 2.5 2.6 2.7</p> | |
| <p>Indicators:</p> <ul style="list-style-type: none"> • Describe attributional explanations of behavior. • Describe the relationship between attitudes (implicit and explicit) and behavior. • Identify persuasive methods used to change attitudes. • Describe the power of the situation. • Describe effects of others' presence on individuals' behavior. • Describe how group dynamics influence behavior. • Discuss how an individual influences group behavior. • Discuss the nature and effects of stereotyping, prejudice, and discrimination. • Describe determinants of prosocial behavior. • Discuss influences upon aggression and conflict. • Discuss factors influencing attraction and relationships. • Define culture and diversity. • Identify how cultures change over time and vary within nations as well as internationally. • Discuss the relationship between culture and conceptions of self and identity. • Discuss psychological research examining race and ethnicity. • Discuss psychological research examining socioeconomic status. • Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. • Discuss psychological research examining gender similarities and differences and the impact of gender discrimination. • Discuss the psychological research on gender and how the roles of women and men in societies are perceived. • Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. • Discuss psychological research examining differences in individual cognitive and physical abilities. | | |
| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Social cognition • Social influence • Social relations • Social and cultural diversity • Diversity among individuals | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is social psychology? • What are the major influences on first impressions? • What is the fundamental attribution error? • What is an attitude? • What is persuasion? • What is attraction and what are the major determinates of attraction? | |

- What is prejudice?
- What is your social identity?
- What is conformity?
- What is compliance?
- How does the presence of others effect our performance of various types of tasks?

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Use of digital platforms
- Conferences
- Student performance during class activities
- Student observations
- Project based assessments
- Writing assessments
- Reading comprehension checks
- Self and Peer evaluation
- Student record keeping/notetaking
- Informal checks for understanding

Benchmarks:

Chapter Assessments – Social Psychology Test
Benchmark Assessments

Learning Plan

Learning Activities:

Attribution and Attitudes and Actions (2 days)

- Describe the components and sources of attitudes.
- Evaluate pathways and factors involved in persuasion.

Conformity and Obedience (3 days)

- Describe the results of the classic Asch study and identify factors that influence conformity.
- Apply knowledge of factors involved in compliance to resisting persuasive sales techniques.
- Evaluate the findings and significance of Milgram's experiments.

Group Behavior (2 days)

- Define social facilitation and social loafing and explain how they affect performance.
- Define groupthink and explain how it can lead to wrong decisions.

Prejudice and Discrimination (1 day)

- Explain how prejudice develops and how it may be reduced.
- Discuss the groups that are frequent targets of prejudice.

- Discuss some social, emotional, and cognitive roots of prejudice, and some ways to eliminate prejudice.

Aggression (1 day)

- Identify and explain factors that contribute to human aggression.

Attraction (1 day)

- Explain why we befriend or fall in love with some people but not others.

Prosocial Behavior (2 days)

Identify and describe factors linked to helping behavior and apply this knowledge to examples.

Resources:

Readings and Activities from *Myers' Psychology for the AP Course*.

Readings and Activities from *The 40 Studies that Changed Psychology*.

Readings and Activities from *5 Steps to a 5*

Nearpod

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Video Resources

Documentary: 38 Silent Witnesses

Video: Milgram Obedience Study

Video: Stanford Prison Experiment

Video: Solomon Asch Conformity Study

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Design a social psychology experiment on a topic covered in the chapter (obedience, conformity, groupthink, prosocial behavior, etc.). |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Understand how obedience and conformity can influence a person's behavior. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Recognize the difference between obedience and conformity. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Advanced Learners

- Provide ample opportunities for creative behavior.
- Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.
- Show appreciation for creative efforts.
- Respect unusual questions, ideas, and solutions.
- Encourage students to test their ideas.
- Provide opportunities and give credit for self initiated learning.
- Avoid overly detailed supervision and too much reliance on prescribed curricula.
- Allow time for reflection.
- Resist immediate and constant evaluation.
- Avoid comparisons to other students.

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| | <ul style="list-style-type: none"> • Relate past experiments on obedience and conformity to current situations going on in our society today. |
| Struggling Learners | <ul style="list-style-type: none"> • Assist students in getting organized. • Give short oral directions. • Use drill exercises. • Give prompt cues during student performance. • Break assignments into small segments and assign only one segment at a time. • Demonstrate skills and have students model them. • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. • Provide more hands-on activities. • Encourage students to watch Crashcourse Psychology videos on Social Psychology and take notes. |
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Social Studies-

6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

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Themes:

Global Awareness

Civic Literacy
Environmental Literacy
Information, Media, and Technology

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving