

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

*“Education is what survives when what has been learned has been forgotten.”  
- B. F. Skinner*

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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Table of Contents**

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
EDUCATIONAL GOALS .....	4
Introduction.....	5
Curriculum Pacing Chart .....	6
Unit I: Introduction to Psychology and Research.....	7
Unit II: Neuroscience and Behavior .....	13
Unit III: Sensation and Perception.....	18
Unit IV: States of Consciousness.....	23
Unit V: Theories of Learning.....	27
Unit VI: Memory, Thinking, Language, and Intelligence .....	32
Unit VII: Motivation and Emotion .....	40
Unit VIII: Development.....	45
Unit IX: Personality .....	50
Unit X: Psychological Disorders .....	55
Unit XI: Treatment of Psychological Disorders .....	62
Unit XII: Social Psychology .....	67

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

**Affirmative Action Statement  
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**EDUCATIONAL GOALS**  
**VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Introduction**

This full-year elective is designed as an introductory survey of the scientific studies of human behavior on the following topics: human development, physiology, learning, individual differences, motivation, perception, personality, and abnormal and social behavior. This course will prepare students for a broad spectrum of psychology classes at the collegiate level. Upon completion of this course, students will demonstrate an understanding of psychology as a science and profession, as well as the theoretical perspectives, empirical findings, significant contributors, and historical trends in the field. Students will also demonstrate proficiency in locating and evaluating research in psychology. General Psychology is an interactive class. The class will focus on thought provoking topics. Therefore, the lectures, class discussions, and assignments are intentionally designed to engage students in rigorous discourse to invoke critical thinking about human behavior and mental processes.

This course affords the student the opportunity to receive not only high school credit, but also credit for one college level class from The County College of Morris (CCM) upon successful completion. The expectation is that students will register for these CCM credits as well as purchase or rent the college-level textbook for the year.

**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum  
 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
3 weeks	I	Introduction to Psychology and Research
3 weeks	II	Neuroscience and Behavior
3 weeks	III	Sensation and Perception
2 weeks	IV	States of Consciousness
2 weeks	V	Theories of Learning
4 weeks	VI	Memory, Thinking, Language, and Intelligence
2 weeks	VII	Motivation and Emotion
2 weeks	VIII	Development
3 weeks	IX	Personality
4 weeks	X	Psychological Disorders
2 weeks	XI	Treatment of Psychological Disorders
4 weeks	XII	Social Psychology

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

<b>TRANSFER:</b> Students will be able to apply their understanding of the foundations of the psychological field to further comprehend why and how psychology is relevant and important to their lives.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Perspectives in Psychological Science</b> 1.1 Define psychology as a discipline and identify its goals as a science. 1.2 Describe the emergence of psychology as a scientific discipline. 1.3 Describe perspectives employed to understand behavior and mental processes. 1.4 Explain how psychology evolved as a scientific discipline. 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals. 2.2 Describe the major subfields of psychology. 2.3 Identify the important role psychology plays in benefiting society and improving people’s lives.  <b>Standard Area: Research Methods, Measurement, and Statistics</b> 1.1 Describe the scientific method and its role in psychology.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Psychology is the scientific study of behavior and mental processes. Psychologists try to describe, predict, and explain human behavior and mental processes.	<ul style="list-style-type: none"> <li>• What is the science of psychology?</li> </ul>
	As the study of psychology has grown, so has the number of subfields that exist in the field. For example, these subfields include (but are not limited to) behavioral neuroscience, clinical psychology, counseling psychology, educational psychology, environmental psychology, forensic psychology, industrial/organizational psychology, sport psychology, etc.	<ul style="list-style-type: none"> <li>• How do the major specialties that exist in the field of psychology influence how we study behavior?</li> </ul>
	The different approaches to the study of behavior and mental processes include biological, evolutionary, psychoanalytic, behavioral, cognitive, humanistic, and socio-cultural.	<ul style="list-style-type: none"> <li>• How do the different psychological perspectives influence how we study behavior?</li> </ul>
	Answers to psychological questions that flow from the scientific approach are more reliable than those based on intuition and common sense.	<ul style="list-style-type: none"> <li>• What role does scientific research play in the study of psychology?</li> </ul>

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

<p>1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.</p> <p>1.3 Define systematic procedures used to improve the validity of research findings, such as external validity.</p> <p>1.4 Discuss how and why psychologists use non-human animals in research.</p> <p>2.1 Identify ethical standards psychologists must address regarding research with human participants.</p> <p>2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.</p>	<p>*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.</p>	
	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>Psychologists are employed in a variety of settings such as academia, business, government, managed care settings, hospitals, private practice, etc. There are different types of degrees (PhD, PsyD, Masters) required for the different careers available in psychology.</p> <p>Psychology initially developed as a combination of biology and philosophy.</p> <p>The formal beginning of psychology as a scientific discipline is considered to be in 1879 when Wilhelm Wundt established the first psychological laboratory in Leipzig, Germany. Historical figures introduced ideas that led to the scientific study of psychology, such as structuralism and functionalism.</p>	<p>Differentiate between careers and education for various types of psychology professionals.</p> <p>Describe how philosophical theories shaped the development of psychological thought.</p> <p>Assess connections between the historical foundations of psychology as a scientific discipline and the contemporary perspectives.</p>

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

	<p>Today, the field of psychology includes contemporary perspectives that emphasize different aspects of behavior and mental processes. These perspectives include the following approaches: biological, psychoanalytic, behavioral, cognitive, socio-cultural, and humanistic.</p> <p>The most persistent issue in psychology is the nature-nurture issue, the controversy over the relative contributions of biology and experience. Other issues include the following: conscious vs. unconscious determinants of behavior, observable behavior vs. internal mental processes, free will vs. determinism, and individual differences vs. universal principles.</p> <p>The scientific method is the approach through which psychologists systematically acquire knowledge and understanding about behavior and other areas of interest.</p> <p>The major types of research methods are descriptive, correlational, and experimental.</p>	<p>Compare and contrast the various approaches to the study of mental processes and behaviors.</p> <p>Argue the contributions of key issues in psychology.</p> <p>Evaluate the necessity of the scientific method in psychological research.</p> <p>Differentiate between types of research and understand why researchers would choose each type.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

	<p>Experimental research contains many components such as random assignment, variables, and groups. This allows for the greatest researcher control and results in the ability to establish cause and effect relationships.</p> <p>Ethical principles were developed by the American Psychological Association to encourage psychologists to use specific standards in their research.</p> <p>Psychological research with animals has provided psychologists with information that has profoundly benefitted humans.</p> <p>Psychological research is sometimes influenced by bias.</p> <p><b>KEY TERMS:</b> Psychology, structuralism, introspection, functionalism, Gestalt, behavioral perspective, humanistic perspective, psychoanalytic/psychodynamic perspective, cognitive perspective, biological perspective, evolutionary perspective, socio-cultural perspective,</p>	<p>Infer how research design drives the reasonable conclusions that can be drawn.</p> <p>Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</p> <p>Debate the pros and cons of animal testing and research in terms of ethical considerations.</p> <p>Critically assess the validity of research findings.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

	scientific method, theory, hypothesis, naturalistic observation, survey, case study, variable, correlational research, experiment, experimental manipulation, independent variable, dependent variable, random assignment, replicated research, informed consent, experimental bias, placebo effect	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Engaging in a debate about the influence of nature and nurture on human behavior.</li> <li>• Individually creating and presenting an annotated bibliography in APA format based on a research article pertaining to a subfield within psychology. Students will choose an article and write a description or descriptions of various questions about the main issues, arguments, and research.</li> <li>• Completing a Career in Psychology project.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In 3 debate groups, students will construct opening statements, arguments, and closing statements about the influence of either nurture or nature on human behavior. One group will be the moderating group that uses information presented from both sides to decide which (if either) is more influential on human behavior.</li> <li>• Students will assess the differing fields within psychology and examine a subfield of their interest, presenting the information in a class discussion.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	3 weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	American Psychological Association, <a href="http://www.apa.org">www.apa.org</a> .	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit I: Introduction to Psychology and Research**

	<p>Crash Course Psychology: Intro to Psychology, <a href="https://www.youtube.com/watch?v=vo4pMVb0R6M&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;t=0s">https://www.youtube.com/watch?v=vo4pMVb0R6M&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;t=0s</a>.</p>
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	<p>Crash Course Psychology: Psychological Research, <a href="https://www.youtube.com/watch?v=vo4pMVb0R6M&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;t=0s">https://www.youtube.com/watch?v=vo4pMVb0R6M&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;t=0s</a>.</p>
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	<p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit II: Neuroscience and Behavior**

<b>TRANSFER:</b> Students will be able to apply their learned knowledge about physiology and psychology to enhance their understanding of their own behavior and the behavior of others.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Biological Bases of Behavior</b> 1.1 Identify the major divisions and subdivisions of the human nervous system. 1.2 Identify the parts of the neuron and describe the basic process of neural transmission. 1.3 Differentiate between the structures and functions of the various parts of the central nervous system. 1.4 Describe lateralization of brain functions. 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system. 2.1 Describe how the endocrine glands are linked to the nervous system. 2.2 Describe the effects of hormones on behavior and mental processes. 2.3 Describe hormone effects on the immune system. 3.1 Describe concepts in genetic transmission. 3.2 Describe the interactive effects of heredity and environment. 3.3 Explain how evolved tendencies influence behavior.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The brain, the nervous system, and the endocrine system all work together to influence our behavior, thoughts, and emotions.	<ul style="list-style-type: none"> <li>How do biological processes relate to behavior?</li> </ul>
	Most everyday tasks that occur within our bodies rely on a specific sequence of events between our brain and nervous system.	<ul style="list-style-type: none"> <li>Why do psychologists study the brain and nervous system?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
A neuron is the basic building block of the nervous system and is comprised of many parts, all with specific functions. Neurons communicate with one another via neurotransmitters.	Identify basic processes and systems within the brain and body including parts of a neuron and the process of transmission of a signal between neurons.	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit II: Neuroscience and Behavior**

	<p>The central nervous system is made up of the brain and spinal cord. The peripheral nervous system is made up of the sensory and motor neurons that connect the central nervous system to the rest of the body.</p> <p>The endocrine system is the body's glandular system. Hormones are the chemical messengers manufactured by the endocrine glands. They travel through the bloodstream and affect the body.</p> <p>Brain imaging technology has made it possible for today's scientists to electrically, chemically, and magnetically study and stimulate various parts of the brain to note the effects.</p> <p>The brain is composed of many different structures, each with a unique function.</p>	<p>Describe the nervous system, its subdivisions, and its functions.</p> <p>Examine the effects of the endocrine system on behavior.</p> <p>Compare and contrast various brain scan technologies and the manner in which they work to illustrate brain function.</p> <p>Analyze the influence of different structures of the brain on human behavior.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit II: Neuroscience and Behavior**

	<p>Certain behaviors are lateralized, meaning they are more likely to reflect activity in one hemisphere of the brain than the other.</p> <p>Behavioral genetics studies the effects of heredity on behavior. Human characteristics and behaviors are related to the presence or absence of genes.</p> <p><b>KEY TERMS:</b> Neuron, dendrite, axon, terminal buttons, myelin sheath, all-or-none law, resting state, action potential, mirror neurons, synapse, neurotransmitters, excitatory message, inhibitory message, reuptake, central nervous system, spinal cord, reflex, sensory (afferent) neurons, motor (efferent) neurons, interneurons, peripheral nervous system, somatic division, autonomic division, sympathetic division, parasympathetic division, evolutionary psychology, behavioral genetics, endocrine system, hormones, pituitary gland, cerebellum, reticular formation, hypothalamus, limbic system,</p>	<p>Evaluate the degree to which the hemispheres of the brain are both specialized, yet interdependent.</p> <p>Identify the primary chromosomal abnormalities and hereditary disorders.</p>
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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit II: Neuroscience and Behavior**

	cerebral cortex, lobes, motor area, sensory area, association areas, neuroplasticity, neurogenesis, hemispheres, lateralization, biofeedback	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating a model of the brain that includes all necessary structures and an explanation of the function of each structure.</li> <li>• Producing a model of a neuron that includes all necessary structures and explains how neurons transmit messages.</li> <li>• Analyzing a peer reviewed journal article and presenting an article summation.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In small groups, students will be creating a model of the brain to illustrate and describe.</li> <li>• In a station activity, students will move throughout the classroom and perform research on the function and side effects of various neurotransmitters.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	3 weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>Crash Course Psychology: The Chemical Mind, <a href="https://www.youtube.com/watch?v=W4N-7AlzK7s&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=4">https://www.youtube.com/watch?v=W4N-7AlzK7s&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=4</a>.</p> <p>Crash Course Psychology: Meet Your Master – Getting to Know Your Brain, <a href="https://www.youtube.com/watch?v=vHrmiy4W9C0&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=5">https://www.youtube.com/watch?v=vHrmiy4W9C0&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=5</a>.</p> <p>Discovery Channel: <i>Human Body: Pushing the Limits</i>.</p>	

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit II: Neuroscience and Behavior**

	<p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research.</i></p>
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Video Discovery: *What happened to Phineas Gage?*,  
[www.youtube.com/watch?v=NFO6ts6vZic](http://www.youtube.com/watch?v=NFO6ts6vZic).

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit III: Sensation and Perception**

<b>TRANSFER:</b> Students will be able to recognize how their biological makeup impacts the way they perceive the world around them.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Sensation and Perception</b> 1.1 Discuss processes of sensation and perception and how they interact. 1.2 Explain the concepts of threshold and adaptation. 2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors. 2.2 Describe the visual sensory system. 2.3 Describe the auditory sensory system. 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense). 3.1 Explain Gestalt principles of perception. 3.2 Describe binocular and monocular depth cues. 3.3 Describe the importance of perceptual constancies. 3.4 Describe perceptual illusions. 3.5 Describe the nature of attention. 3.6 Explain how experiences and expectations influence perception.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Our sensations are the result of the relationship between physical stimuli and the psychological effects. Our perceptions are how we interpret and organize this information.	<ul style="list-style-type: none"> <li>How do we interpret the world around us?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
Sensation is the activation of sense organs by a source of physical energy. Perception is the sorting out, interpretation, analysis, and integration of stimuli carried out by the sense organs and the brain.	Identify sensation and perception.	

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit III: Sensation and Perception**

	<p>Judgement and detection of sensory stimuli depend on several factors: the intensity of the stimulus (thresholds) and our adjustment to them (sensory adaptation).</p> <p>The three main energy senses are visual, auditory, and tactile. The two main chemical senses are olfactory and gustatory.</p> <p>Color vision is explained through two primary theories: the trichromatic theory and the opponent-process theory of color vision.</p> <p>There are two main body position senses: kinesthetic and vestibular.</p> <p>The ear is structurally responsible for auditory transduction, but also plays a role in motion and balance through the semicircular canals.</p>	<p>Explain the relationship between a physical stimulus and the sensory responses that can result from it.</p> <p>Describe sensory processes including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>Compare and contrast the theories of color vision and evaluate the extent to which they explain color blindness.</p> <p>Apply body position senses to real-life activities.</p> <p>Differentiate between structures in the ear involved in the process of hearing and the vestibular system.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit III: Sensation and Perception**

	<p>Our tactile, or skin senses, consist of our experience of touch, pressure, temperature, and pain.</p> <p>Perceptual theories include bottom-up and top-down processing theories. These theories attempt to explain the reasoning behind our perceptions and how we make sense of our experiences.</p> <p>Our perceptions are organized and affected by gestalt rules, constancy rules, depth cues, and motion perception cues.</p> <p><b>KEY TERMS:</b> Sensation, perception, stimulus, psychophysics, absolute threshold, difference threshold, Weber’s law, adaptation, retina, rods, cones, optic nerve, feature detection, trichromatic theory of color vision, opponent-process theory of color vision, sound, eardrum, cochlea, basilar membrane, hair cells, place theory of hearing, frequency theory of hearing, semicircular canals, otoliths,</p>	<p>Describe the gate-control theory of pain.</p> <p>Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.</p> <p>Evaluate the influence of perceptual rules and visual illusions on our general understanding of perceptual mechanisms.</p>
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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit III: Sensation and Perception**

	<p>skin senses, gate-control theory of pain, gestalt laws of organization, top-down processing, bottom-up processing, depth perception, visual illusions</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Individually creating and presenting an annotated bibliography based on a research article on perception in APA format. They will choose an article and write a description or descriptions of various questions about the main issues, arguments, and research on how we perceive various stimuli.</li> <li>• Creating diagrams of transduction processes.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will create a diagram of the process of transduction for vision and hearing. Students will label each part of the ear and eye, creating a flowchart depicting the process of transduction.</li> <li>• Students will engage in class discussion linking Gestalt Perception rules to stereotypes.</li> <li>• Students will participate in various labs and hands-on activities to demonstrate how our senses work.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	3 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>“Brain Games.” Focus Pocus. (Season 2, Episode 1).</p> <p>Crash Course Psychology: Sensation and Perception,  <a href="https://www.youtube.com/watch?v=unWnZvXJH2o&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=6">https://www.youtube.com/watch?v=unWnZvXJH2o&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=6</a>.</p>	

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit III: Sensation and Perception**

	<p>Crash Course Psychology: Homunculus, <a href="https://www.youtube.com/watch?v=fxZWtc0mYpQ&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;index=7">https://www.youtube.com/watch?v=fxZWtc0mYpQ&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;index=7</a>.</p>
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	<p>Crash Course Psychology: Perceiving is Believing, <a href="https://www.youtube.com/watch?v=n46umYA_4dM&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;index=8">https://www.youtube.com/watch?v=n46umYA_4dM&amp;list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&amp;index=8</a>.</p>
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	<p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IV: States of Consciousness**

<b>TRANSFER:</b> Through their understanding of consciousness, students will be able to better explain how their own awareness is affected by external factors.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Consciousness</b> 1.1 Identify states of consciousness. 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit). 2.1 Describe the circadian rhythm and its relation to sleep. 2.2 Describe the sleep cycle. 2.3 Compare theories about the functions of sleep. 2.4 Describe types of sleep disorders. 2.5 Compare theories about the functions of dreams. 3.1 Characterize the major categories of psychoactive drugs and their effects. 3.2 Describe how psychoactive drugs act at the synaptic level. 3.3 Evaluate the biological and psychological effects of psychoactive drugs. 3.4 Explain how culture and expectations influence the use and experience of drugs. 4.1 Describe meditation and relaxation and their effects. 4.2 Describe hypnosis and controversies surrounding its nature and use.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Depending on their state of consciousness, people may have more or less awareness of themselves and their surroundings.	<ul style="list-style-type: none"> <li>How is our awareness affected by altered states of consciousness?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	There are five stages of sleep in our sleep cycle.  Sleep disorders include insomnia, narcolepsy, sleep apnea, and sleep walking.	Identify the stages of sleep and examine the level of awareness at each stage.  Identify symptoms of sleep disorders and assess treatment options.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IV: States of Consciousness**

	<p>There are three major views of the function of dreams: the Freudian perspective, information-processing theory, and the activation-synthesis theory. We also experience daydreams, or fantasies that people construct while awake. These are more under our own control.</p> <p>Hypnosis is a trancelike state of heightened susceptibility to the suggestions of others.</p> <p>Meditation is a learned technique for refocusing attention that brings about an altered state of consciousness.</p> <p>Psychoactive drugs act on the nervous system and alter states of consciousness, change perception of reality, and alter mood. They can influence a person's emotions, perceptions, and behavior.</p>	<p>Compare and contrast the theories of dreaming.</p> <p>Debate the extent to which hypnosis is considered an altered state of consciousness.</p> <p>Infer the benefits of meditation by evaluating its effects.</p> <p>Identify the major classifications of drugs and evaluate their effects.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IV: States of Consciousness**

	<p><b>KEY TERMS:</b> Consciousness, stage 1 sleep, stage 2 sleep, stage 3 sleep, stage 4 sleep, rapid eye movement, unconscious wish fulfillment theory, latent content of dreams, manifest content of dreams, dreams-for-survival theory, activation-synthesis theory, circadian rhythm, daydreams, hypnosis, meditation, psychoactive drugs, addictive drugs, stimulants, depressants, narcotics, hallucinogen</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Researching an article about dream analysis, interpretation, and/or symbolism. Students will then complete a summation of the article, articulating their opinions and supporting their reasoning with evidence.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will engage in discussion about substances and their effects on the brain and body in relation to neurotransmitters, consciousness, etc.</li> <li>• Students will watch TED Talks and other informational videos on the importance of sleep and the controversial nature of hypnosis; students will engage in debate and discussion surrounding these topics.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p>3 Weeks</p>	
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p>	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IV: States of Consciousness**

	<p>Crash Course Psychology: Consciousness, <a href="https://www.youtube.com/watch?v=jReX7qKU2yc&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=9">https://www.youtube.com/watch?v=jReX7qKU2yc&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=9</a>.</p> <p>Crash Course Psychology: To Sleep, Perchance to Dream, <a href="https://www.youtube.com/watch?v=rMHus-0wFSo&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=10">https://www.youtube.com/watch?v=rMHus-0wFSo&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=10</a>.</p> <p>Crash Course Psychology: Altered States, <a href="https://www.youtube.com/watch?v=9PW1fwKjo-Y&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=11">https://www.youtube.com/watch?v=9PW1fwKjo-Y&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=11</a>.</p> <p>Curiosity: Your Body on Drugs, <a href="http://www.go.discovery.com">www.go.discovery.com</a>.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit V: Theories of Learning**

<b>TRANSFER:</b> Students will be able to analyze the ways in which they learn and apply this knowledge to the interpretation of their own behaviors and learning styles.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Learning</b> 1.1 Describe the principles of classical conditioning. 1.2 Describe clinical and experimental examples of classical conditioning. 1.3 Apply classical conditioning to everyday life. 2.1 Describe the Law of Effect. 2.2 Describe the principles of operant conditioning. 2.3 Describe clinical and experimental examples of operant conditioning. 2.4 Apply operant conditioning to everyday life. 3.1 Describe the principles of observational and cognitive learning. 3.2 Apply observational and cognitive learning to everyday life.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Our learning is largely influenced by associations we make, rewards and punishments we receive, and behavior we observe.	<ul style="list-style-type: none"> <li>How do our experiences influence our ability to learn?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	Learning is a relatively permanent change in behavior brought about by experience.  Classical conditioning and operant conditioning are processes that lead to learning. Classical conditioning associates two stimuli, while operant conditioning pairs a behavior and a response.	Define learning and identify different types of learning.  Compare and contrast the paradigms of classical and operant conditioning.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit V: Theories of Learning**

	<p>Classical conditioning is a type of learning in which organisms come to associate stimuli. There are many factors that create a classical conditioning learning experience, such as acquisition, extinction, spontaneous recovery, generalization, and discrimination.</p> <p>Operant conditioning is learning through consequences.</p> <p>Operant conditioning consists of positive and negative reinforcement and punishment in order to change or create a desired behavior.</p> <p>Reinforcement is typically given on continuous or intermittent schedules. Intermittent schedules of reinforcement consist of fixed and variable ratio and interval schedules.</p>	<p>Identify and apply classical conditioning terminology to specific situations.</p> <p>Predict the effects of operant conditioning including those related to reinforcers, reinforcement, punishments, and schedules of reinforcement.</p> <p>Create practical examples of using operant conditioning to ignite behavior change.</p> <p>Evaluate the effectiveness of each schedule of reinforcement on changing behavior.</p>
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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit V: Theories of Learning**

	<p>Research on cognitive mapping and latent learning demonstrate the importance of cognitive processes on learning.</p> <p>Observational learning is when we learn by watching the behavior of another person.</p> <p><b>KEY TERMS:</b>  Learning, classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response, neutral stimulus, extinction, stimulus generalization, stimulus discrimination, operant conditioning, reinforcement, positive reinforcement, spontaneous recovery, reinforcer, negative reinforcer, positive reinforcer, punishment, schedules of reinforcement, continuous reinforcement schedule, partial reinforcement schedule, fixed-ratio schedule, variable- ratio schedule, fixed- interval schedule, variable- interval schedule, shaping, behavior modification, cognitive learning</p>	<p>Describe the role of cognition and thought in learning behaviors.</p> <p>Debate the influence of media violence on behavior.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit V: Theories of Learning**

	theory, latent learning, observational learning	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing about specific behaviors that they have learned through both classical and operant conditioning.</li> <li>• Individually creating and presenting an annotated bibliography based on a research article pertaining to one of the theories of learning in APA format. They will choose an article and write a description or descriptions of various questions about the main issues, arguments, and research.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in hands-on examples of classical conditioning and operant conditioning.</li> <li>• Students will read and discuss/answer questions about peer-reviewed research on observational learning.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	2 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Albert Bandura: <i>Bobo Doll Experiment Video</i>, <a href="http://www.youtube.com/watch?v=zerCK01Rjp8">www.youtube.com/watch?v=zerCK01Rjp8</a>.</p> <p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>Bandura, A. Ross, D., &amp; Ross, S.A. (1961). Transmission of Aggression through imitation of aggressive models. <i>Journal of Abnormal and Social Psychology</i>, 63, 575-582.</p> <p>Crash Course Psychology: How to Train a Brain, <a href="https://www.youtube.com/watch?v=qG2SwE_6uVM&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=12">https://www.youtube.com/watch?v=qG2SwE_6uVM&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=12</a>.</p>	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit V: Theories of Learning**

	<p>Crash Course Psychology: The Bobo Beatdown, <a href="https://www.youtube.com/watch?v=128Ts5r9NRE&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=13">https://www.youtube.com/watch?v=128Ts5r9NRE&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=13</a>.</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p> <p>John Watson: <i>Little Albert Experiment Video</i>, <a href="http://www.youtube.com/watch?v=9hBfnXACsOI">www.youtube.com/watch?v=9hBfnXACsOI</a>.</p> <p>Watson, J.B., &amp; Rayner, R. (1920). Conditioned emotional responses. <i>Journal of Experimental Psychology</i>, 3, 1-14.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

<b>TRANSFER:</b> Students will be able to apply their understanding of cognitive processes to the ways they process information and make decisions in their everyday lives.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Memory</b> 1.1 Identify factors that influence encoding. 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing. 1.3 Discuss strategies for improving the encoding of memory. 2.1 Describe the differences between working memory and long-term memory. 2.2 Identify and explain biological processes related to how memory is stored. 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias). 2.4 Discuss strategies for improving the storage of memories. 3.1 Analyze the importance of retrieval cues in memory. 3.2 Explain the role that interference plays in retrieval. 3.3 Discuss the factors influencing how memories are retrieved. 3.4 Explain how memories can be malleable. 3.5 Discuss strategies for improving the retrieval of memories.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Cognition refers to all the mental activities associated with thinking, knowing, remembering, and communicating.	<ul style="list-style-type: none"> <li>How does understanding our own cognition impact our lives?</li> </ul>
	There are multiple theories on language development. Some suggest that the potential for language is innate, while others maintain that language is acquired through interaction with one's environment and cognitive processes.	<ul style="list-style-type: none"> <li>How does the process of language develop?</li> </ul>
	Intelligence is the ability to learn from experience, solve problems, and use knowledge to adapt to new situations, but there is a significant debate about its definition and genesis.	<ul style="list-style-type: none"> <li>What is intelligence and why is it important?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b>	<b>SKILLS</b>

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

<b>Standard Area: Thinking</b>	<b>Students will know:</b>	<b>Students will be able to:</b>
<p>1.1 Define cognitive processes involved in understanding information.</p> <p>1.2 Define processes involved in problem solving and decision making.</p> <p>1.3 Discuss non-human problem-solving abilities.</p> <p>2.1 Describe obstacles to problem solving.</p> <p>2.2 Describe obstacles to decision making.</p> <p>2.3 Describe obstacles to making good judgments.</p> <p><b>Standard Area: Intelligence</b></p> <p>1.1 Discuss intelligence as a general factor.</p> <p>1.2 Discuss alternative conceptualizations of intelligence.</p> <p>1.3 Describe the extremes of intelligence.</p> <p>2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.</p> <p>2.2 Identify current methods of assessing human abilities.</p> <p>2.3 Identify measures of and data on reliability and validity for intelligence test scores.</p> <p>3.1 Discuss issues related to the consequences of intelligence testing.</p> <p>3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence</p> <p><b>Standard Area: Language Development</b></p> <p>1.1 Describe the structure and function of language.</p> <p>1.2 Discuss the relationship between language and thought.</p> <p>2.1 Explain the process of language acquisition.</p>	<p>Memory is the process by which we encode, store, and retrieve information. We have different memory systems including sensory, short-term, and long-term memory.</p> <p>There are several parts of the brain that play a role in the consolidation of memories including the hippocampus and the amygdala. There is also a neural basis for memory with processes such as long-term potentiation and consolidation.</p> <p>Our recall of information is influenced by a variety of factors: retrieval cues, levels of processing, schemas, misinformation effect, interference, and amnesia.</p> <p>Thinking is the manipulation of mental representations of information. We use thinking to answer questions, solve problems, and reach goals.</p>	<p>Differentiate between memory functions and systems.</p> <p>Identify brain regions associated with memory.</p> <p>Explain the factors that help and hinder our ability to remember information.</p> <p>Identify the processes that underlie reasoning and decision making.</p>

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

<p>2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.</p> <p>2.3 Evaluate the theories of language acquisition.</p> <p>3.1 Identify the brain structures associated with language.</p> <p>3.2 Discuss how damage to the brain may affect language.</p>	<p>Algorithms and heuristics are two types of problem-solving strategies.</p> <p>There are several major obstacles to problem-solving and judgement including functional fixedness, mental sets, confirmation bias, framing, belief perseverance, and hindsight bias.</p> <p>Creativity is our ability to generate novel solutions to problems or original ideas. Several factors, such as divergent thinking, are associated with creativity.</p> <p>Language can be defined as the communication of information through symbols arranged according to systematic rules. Grammar is the system of rules that determines how we communicate.</p> <p>The four stages in language development are babbling, holophrase, telegraphic speech, and overgeneralization of language.</p>	<p>Discern between when one would use an algorithm or a heuristic and evaluate the pros and cons of each.</p> <p>Apply errors in judgement to real-life scenarios.</p> <p>Compare and contrast divergent and convergent thinking.</p> <p>Identify grammatical rules such as syntax, semantics, and the use of phonemes and morphemes to create words and meaning.</p> <p>Identify and explain the stages of language development.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

	<p>There are several theories that attempt to explain language acquisition: learning theory, nativist theory, and interactionist theory.</p> <p>There are various theories of intelligence: fluid and crystallized intelligence, Garner’s theory of multiple intelligences, information-processing approach, practical intelligence, and emotional intelligence.</p> <p>Intelligence is measured in IQ Tests, achievement tests, and aptitude tests. Intelligence tests must be both valid and reliable.</p> <p>Individuals with low IQs (intellectual disabilities) and individuals with very high IQs (the intellectually gifted) required special attention.</p>	<p>Compare and contrast theories of language acquisition.</p> <p>Discuss key concepts related to each major theory of intelligence.</p> <p>Recognize techniques used to establish reliability and validity on measures designed to assess intelligence.</p> <p>Characterize the extremes of intelligence using appropriate terminology.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

	<p>It is important that intelligence tests are culture-fair and do not discriminate against members of minority groups.</p> <p>Intelligence shows a high degree of heritability.</p> <p><b>KEY TERMS:</b> cognitive psychology, thinking, mental images, concepts, prototypes, algorithm, heuristic, means-ends analysis, insight, functional fixedness, mental set, confirmation bias, creativity, divergent thinking, convergent thinking, language, grammar, phonology, phonemes, syntax, semantics, babble, telegraphic speech, overgeneralization, learning theory approach, nativist approach, universal grammar, language-acquisition device, interactionist approach, linguistic relativity hypothesis, intelligence, g or g-factor, fluid intelligence, crystallized intelligence, theory of multiple intelligences, practical intelligence, emotional intelligence, intelligence tests, mental age, intelligence quotient,</p>	<p>Identify aspects of intelligence assessments that may result in cultural bias.</p> <p>Analyze how the nature-nurture debate influences our understanding of intelligence.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

	achievement, aptitude test, reliability, validity, norms, intellectual disability, fetal alcohol syndrome, familial retardation, intellectually gifted, culture-fair IQ test, heritability, memory, sensory memory, short-term memory, long-term memory, chunk, rehearsal, working memory, declarative memory, procedural memory, semantic memory, episodic memory, semantic networks, tip-of-the-tongue phenomenon, recall, recognition, levels-of-processing theory, explicit memory, implicit memory, priming, flashbulb memories, constructive processes, schemas, autobiographical memories, decay, interference, cue-dependent forgetting, proactive interference, retroactive interference, Alzheimer’s disease, amnesia, retrograde amnesia, anterograde amnesia, Korsakoff’s syndrome	
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**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Individually creating and presenting an annotated bibliography based on a research article pertaining to memory or cognition in APA format.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>• Students will read a series of words but will not be allowed to write them down. Class will continue as usual for several minutes. Students will then engage in a class discussion about the words that they were able to remember and why they think they were able to remember them. After, students will learn about the serial position effect and will create their own serial position curve to illustrate the class data.</li> <li>• Students will be shown a security video of a crime. After viewing, students will be asked a series of questions and will write down the answer in their notebooks. This will lead to a class discussion about eyewitness memory and its reliability.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	4 weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>“Brain Games,” <i>Remember This!</i> (Season 1, Episode 3).</p> <p>Crash Course Psychology: How We Make Memories, <a href="https://www.youtube.com/watch?v=bSyCdIx-C48&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=14">https://www.youtube.com/watch?v=bSyCdIx-C48&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=14</a>.</p> <p>Crash Course Psychology: Remembering and Forgetting, <a href="https://www.youtube.com/watch?v=HVWbrNls-Kw&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=15">https://www.youtube.com/watch?v=HVWbrNls-Kw&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=15</a>.</p> <p>Crash Course Psychology: Cognition - How Your Mind Can Amaze and Betray You, <a href="https://www.youtube.com/watch?v=R-sVnmmw6WY&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=16">https://www.youtube.com/watch?v=R-sVnmmw6WY&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=16</a>.</p>

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VI: Memory, Thinking, Language, and Intelligence**

	<p>Crash Course Psychology: Language, <a href="https://www.youtube.com/watch?v=s9shPouRWCs&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=17">https://www.youtube.com/watch?v=s9shPouRWCs&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=17</a>.</p> <p>Crash Course Psychology: The Controversy of Intelligence, <a href="https://www.youtube.com/watch?v=9xTz3QjcloI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=24">https://www.youtube.com/watch?v=9xTz3QjcloI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=24</a>.</p> <p>Crash Course Psychology: Brains vs. Bias, <a href="https://www.youtube.com/watch?v=75g4d5sF3xI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=25">https://www.youtube.com/watch?v=75g4d5sF3xI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=25</a>.</p> <p>Elizabeth Loftus' TED Talk: How Reliable is your Memory?, <a href="https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory">https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory</a>.</p> <p>Garmon, Linda, Boyd Estus, Stacy Keach, and Russ Rymer. <i>Secret of the Wild Child</i>. South Burlington, VT: WGBH Educational Foundation, 2006.</p> <p>Gladwell, Malcolm, 1963-author. (2008). <i>Outliers: the story of success</i>.</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VII: Motivation and Emotion**

<b>TRANSFER:</b> Students will gain a better understanding of why they do the things they do and why they experience certain emotions.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Motivation</b> 1.1 Explain biologically based theories of motivation. 1.2 Explain cognitively based theories of motivation. 1.3 Explain humanistic theories of motivation. 1.4 Explain the role of culture in human motivation. 2.1 Discuss eating behavior. 2.2 Discuss sexual behavior and orientation. 2.3 Discuss achievement motivation. 2.4 Discuss other ways in which humans and non-human animals are motivated.  <b>Standard Area: Emotion</b> 1.1 Explain the biological and cognitive components of emotion. 1.2 Discuss psychological research on basic human emotions. 1.3 Differentiate among theories of emotional experience. 2.1 Explain how biological factors influence emotional interpretation and expression. 2.2 Explain how culture and gender influence emotional interpretation and expression. 2.3 Explain how other environmental factors influence	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Motivation is heavily based upon psychological factors. It is different for all people.	<ul style="list-style-type: none"> <li>How does motivation direct and energize behavior?</li> </ul>
	Emotions are a mix of physiological arousal, expressive behaviors, and consciously experienced thoughts and feelings. Emotions are both physiological and psychological.	<ul style="list-style-type: none"> <li>How do we experience emotions?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
The major theories of motivation are instinct theory, the drive reduction theory, the incentive theory, the arousal theory, and Maslow's hierarchy of needs.	Identify and apply basic motivational theories to understand the behavior of humans.	

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VII: Motivation and Emotion**

<p>emotional interpretation and expression.</p> <p>3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.</p> <p>3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.</p>	<p>Social cognitive approaches to motivation include intrinsic and extrinsic motivation and management theory.</p> <p>Hunger is motivated by biological factors (the hypothalamus, metabolism, hormones, etc.) and social factors.</p> <p>Like hunger motivation, researchers tracing the underlying causes of obesity and eating disorders have looked at both biological and social factors.</p> <p>Biological factors prime humans for sexual behavior, but so do environmental and cognitive factors.</p> <p>Achievement, affiliation, and power are strong secondary drives that motivate certain behaviors.</p>	<p>Evaluate the effectiveness of intrinsic versus extrinsic rewards on human behavior.</p> <p>Trace the relationship between our brain and our motivated behaviors.</p> <p>Compare and contrast symptoms of eating disorders and theorize the causes based on what is known about hunger motivation.</p> <p>Identify the varieties of sexual behavior.</p> <p>Compare and contrast traits that are associated with high and low needs for achievement, affiliation, and power.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VII: Motivation and Emotion**

	<p>Emotions are feelings that generally have both physiological and cognitive elements and that influence behavior. Emotions prepare us for action, shape our behavior, and help us interact with others.</p> <p>The three main theories of emotion are James-Lange, Cannon-Bard, and the Schacter-Singer Two Factor Theory.</p> <p>Facial expressions are similar across cultures and can determine how we experience emotions.</p> <p><b>KEY TERMS:</b> Motivation, instincts, drive-reduction approaches to motivation, drive, homeostasis, arousal approaches to motivation, incentive approaches to motivation, cognitive approaches to motivation, self-actualization, obesity, weight set point, metabolism, anorexia nervosa, bulimia, androgens, genitals, estrogens, progesterone, ovulation, masturbation, heterosexuality, double</p>	<p>Apply various functions of emotions to real-life scenarios.</p> <p>Compare and contrast the major theories of emotion.</p> <p>Demonstrate the facial-feedback hypothesis through teacher-directed activities.</p>
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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VII: Motivation and Emotion**

	<p>standard, extramarital sex, homosexual, bisexual, transgender, needs for achievement, needs for affiliation, need for power, emotions, James-Lange theory of emotion, Cannon-Bard theory of emotion, Schacter-Singer theory of emotion, facial-affect program, facial-feedback hypothesis</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing an APA-style essay that addresses motivational theories, emotional theories, and/or the general adaptation syndrome of stress.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will research four extreme survival stories for homework. They will describe these cases and list the primary motivational drives in each.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	2 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>“Brain Games,” <i>Remember This!</i> (Season 1, Episode 3).</p> <p>Crash Course Psychology: Cognition - How Your Mind Can Amaze and Betray You, <a href="https://www.youtube.com/watch?v=R-sVnmmw6WY&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=16">https://www.youtube.com/watch?v=R-sVnmmw6WY&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=16</a>.</p>	

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VII: Motivation and Emotion**

	<p>Crash Course Psychology: The Controversy of Intelligence, <a href="https://www.youtube.com/watch?v=9xTz3QjcloI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=24">https://www.youtube.com/watch?v=9xTz3QjcloI&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=24</a>.</p> <p>Garmon, Linda, Boyd Estus, Stacy Keach, and Russ Rymer. <i>Secret of the Wild Child</i>. South Burlington, VT: WGBH Educational Foundation, 2006.</p> <p>Gladwell, Malcolm, 1963-author. (2008). <i>Outliers: the story of success</i>.</p> <p>Hock, Roger R. Forty Studies that Changed Psychology: <i>Explorations Into the History of Psychological Research</i>.</p>
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**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VIII: Development**

<b>TRANSFER:</b> Students will apply their understanding of human development to real-life scenarios, especially to their experiences as adolescents.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Life Span Development</b> 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 1.2 Explain issues of continuity/discontinuity and stability/change. 1.3 Distinguish methods used to study development. 1.4 Describe the role of sensitive and critical periods in development. 1.5 Discuss issues related to the end of life. 2.1 Discuss theories of cognitive development. 2.2 Discuss theories of moral development. 2.3 Discuss theories of social development. 3.1 Describe physical development from conception through birth and identify influences on prenatal development. 3.2 Describe newborns' reflexes, temperament, and abilities. 4.1 Describe physical and motor development in infancy. 4.2 Describe how infant perceptual abilities and intelligence develops. 4.3 Describe the development of attachment and the role of	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Developmental psychologists' study physical, mental and social changes throughout the lifespan.	<ul style="list-style-type: none"> <li>How do our cognitive, social, and physical attributes and abilities change throughout the lifespan?</li> </ul>
	Psychologists disagree about whether we develop continuously or in stages.	<ul style="list-style-type: none"> <li>Do people develop continuously or in stages?</li> </ul>
	Genetics and environment influence our development.	<ul style="list-style-type: none"> <li>What influences impact the development of children?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Developmental psychology addresses the process by which we change. These issues analyze how effective the following arguments are on our development: nature vs. nurture, stability vs. change, and continuity vs. discontinuity.	Debate the major issues that have engaged developmental psychologists.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VIII: Development**

<p>the caregiver.</p> <p>4.4 Describe the development of communication and language.</p> <p>5.1 Describe physical and motor development in childhood.</p> <p>5.2 Describe how memory and thinking ability develops.</p> <p>5.3 Describe social, cultural, and emotional development through childhood.</p> <p>6.1 Identify major physical changes in adolescence.</p> <p>6.2 Describe the development of reasoning and morality.</p> <p>6.3 Describe identity formation.</p> <p>6.4 Discuss the role of family and peers in adolescent development.</p> <p>7.1 Identify major physical changes associated with adulthood and aging.</p> <p>7.2 Describe cognitive changes in adulthood and aging.</p> <p>7.3 Discuss social, cultural, and emotional issues in aging.</p>	<p>Developmental psychologists use several approaches to determine the influence of genetic and environmental factors on development and behavior, including twin studies.</p> <p>There are three stages of prenatal development (germinal, embryonic, fetal). Genetic factors and teratogens may cause difficulties in fetal development.</p> <p>Newborn infants are born with several reflexes that are critical for survival.</p> <p>Infants and children rapidly develop physically; this is an important time for social development and attachment to occur.</p> <p>The three most common parenting styles are authoritarian, permissive, and authoritative.</p> <p>Stage theories are discontinuous theories of development.</p>	<p>Infer how twin studies provide information related to the nature-nurture debate.</p> <p>Identify the genetic and environmental factors that may influence prenatal development.</p> <p>Explain each newborn reflex and the purpose it serves.</p> <p>Differentiate between the attachment styles proposed by Mary Ainsworth.</p> <p>Identify the parenting styles present in Diana Baumrind’s model and explain how children’s traits relate to them.</p> <p>Discuss and analyze the theories of Erikson, Piaget and Kohlberg.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VIII: Development**

	<p>Late adulthood brings about various physical declines and cognitive changes such as a decline in fluid intelligence, memory, and reaction time.</p> <p><b>KEY TERMS:</b>          Developmental psychology, nature-nurture issue, identical twins, cross-sectional research, longitudinal research, sequential research, chromosomes, genes, zygote, embryo, fetus, age of variability, teratogens, neonate, reflexes, habituation, attachment, authoritarian parents, permissive parents, authoritative parents, uninvolved parents, temperament, psychosocial development, trust versus mistrust stage, autonomy versus shame and doubt stage, initiative versus guilt stage, initiative versus inferiority stage, cognitive development, sensorimotor stage, object permanence, preoperational stage, egocentric thought, principle of conservation, concrete operational stage, formal operational stage, information processing, metacognition, zone of proximal development, adolescence,</p>	<p>Categorize developmental milestones across the entire lifespan.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VIII: Development**

	puberty, identity versus role confusion stage, identity, intimacy versus isolation, generativity versus stagnation stage, ego integrity versus despair stage, menopause, genetic preprogramming theories of aging, wear and tear theories of aging, Alzheimer's disease, disengagement theory of aging, activity theory of aging, life review	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Individually creating and presenting an annotated bibliography in APA format based on one of the developmental theories of their choosing. They will choose an article and write a description or descriptions of various questions about the main issues, arguments, and research relating to their own life.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students will individually fill out a chart about different stages of their own lives. They will answer questions about their feelings, how they looked, what they were concerned about, etc. The students will then discuss these as an anticipatory set for the stage theories, particularly Freud and Erikson.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	2 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	American Psychological Association, <a href="http://www.apa.org">www.apa.org</a> .  Crash Course Psychology: The Growth of Knowledge, <a href="https://www.youtube.com/watch?v=8nz2dtv--ok&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=19">https://www.youtube.com/watch?v=8nz2dtv--ok&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=19</a> .	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit VIII: Development**

	<p>Crash Course Psychology: Monkeys and Morality, <a href="https://www.youtube.com/watch?v=YcQg1EshfIE&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=20">https://www.youtube.com/watch?v=YcQg1EshfIE&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=20</a>.</p> <p>Crash Course Psychology: Adolescence, <a href="https://www.youtube.com/watch?v=PzyXGUCngoU&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=21">https://www.youtube.com/watch?v=PzyXGUCngoU&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=21</a>.</p> <p>Harry Harlow: <i>Monkey Study Video</i>, <a href="http://www.youtube.com/watch?v=OrNBEhzjg8I">www.youtube.com/watch?v=OrNBEhzjg8I</a>.</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p> <p>The Heinz Dilemma – Lawrence Kohlberg (1981). <i>Essays on Moral Development, Vol I: The Philosophy of Moral Development</i>.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IX: Personality**

<b>TRANSFER:</b> Students will be able to identify their own individual personality characteristics and understand how best to apply this knowledge to career and life choices.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Personality</b> 1.1 Evaluate psychodynamic theories. 1.2 Evaluate trait theories. 1.3 Evaluate humanistic theories. 1.4 Evaluate social–cognitive theories. 2.1 Differentiate personality assessment techniques. 2.2 Discuss the reliability and validity of personality assessment techniques. 3.1 Discuss biological and situational influences. 3.2 Discuss stability and change. 3.3 Discuss connections to health and work. 3.4 Discuss self-concept. 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Personality is the pattern of enduring characteristics that produce consistency and individuality in a given person.	<ul style="list-style-type: none"> <li>How do psychologists define and study personality?</li> </ul>
	Personality is largely shaped by trait theorists, however, there are various psychological theories about how personality develops.	<ul style="list-style-type: none"> <li>How is personality shaped throughout the lifespan?</li> </ul>
	The various types of personality assessment techniques can be useful in helping people gain insight and making decisions.	<ul style="list-style-type: none"> <li>What is the importance of assessing personality?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> Students will know:	<b>SKILLS</b> Students will be able to:

**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IX: Personality**

	<p>The major approaches to explaining personality include psychoanalytic, psychodynamic, humanistic, trait, social cognitive, and biological.</p> <p>Freud believed that children develop through psychosexual stages and that failure to resolve conflicts between their id, ego, and superego associated with a particular stage may result in fixation.</p> <p>Psychodynamic personality theory includes the theories of Jung, Adler, and Horney.</p> <p>The major trait theories of personality include Allport's Trait Theory, Cattell and Eysenck's Factor Analysis, and the Big Five.</p> <p>Social-cognitive approaches to personality emphasize the influence of our thoughts, feelings, expectations, and the behavior of others on our personality.</p>	<p>Compare and contrast major theories and approaches to explaining personality.</p> <p>Identify the stages of Freud's theory of psychosexual development and apply Freudian defense mechanisms to real-life scenarios.</p> <p>Compare and contrast psychodynamic and psychoanalytic perspectives of personality development.</p> <p>Evaluate the strengths and weaknesses of trait approaches and differentiate between the major trait theories.</p> <p>Apply concepts such as self-efficacy and reciprocal determinism to one's own life.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IX: Personality**

	<p>The Humanistic approach to personality emphasizes people’s inherent goodness and their desire to reach higher levels of functioning. The major theorists are Abraham Maslow and Carl Rogers; both focus on the fundamental human need of self-actualization.</p> <p>While most personality tests are self-report methods, some are psychological in nature. Major personality assessments include the MMP, the TAT, and the Rorschach Inkblot test.</p> <p><b>KEY TERMS:</b>        Personality, psychodynamic approaches to personality, psychoanalytical theory, unconscious, id, ego, superego, psychosexual stages, fixations, oral stage, anal stage, phallic stage, Oedipal conflict, identification, latency period, genital stage, defense mechanisms, repression, Neo-Freudian psychoanalysts, collective unconscious, archetypes, inferiority complex, trait theory, traits, social cognitive approaches to personality, self-</p>	<p>Assess what it means to be self-actualized and evaluate the importance of unconditional positive regard.</p> <p>Evaluate the validity and reliability of various personality assessments.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IX: Personality**

	efficacy, self-esteem, biological and evolutionary approaches to personality, temperament, humanistic approaches to personality, self-actualization, unconditional positive regard, psychological tests, self-report measures, Minnesota Multiphasic Personality Inventory, test standardization, projective personality test, Rorschach test, Thematic Apperception Test, behavioral assessment	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating a personality portfolio demonstrating their understanding of the many varied personality theories.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will read an article on the Big 5 and identify themselves on the scale of each trait, describing their own personality. They will relate their self-score to the trait by giving an example from their own lives.</li> <li>• Students will take various personality inventories, such as the Big Five, Myers-Briggs Type Indicator, etc., and engage in small group discussions about the differences between each test.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	3 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	American Psychological Association, <a href="http://www.apa.org">www.apa.org</a> .	

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit IX: Personality**

Crash Course Psychology: Rorschach and Freudians,  
<https://www.youtube.com/watch?v=mUELAiHbCxc&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=22>.

Crash Course Psychology: Measuring Personality,  
<https://www.youtube.com/watch?v=sUrV6oZ3zsk&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=23>.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research*.

The TypeFinder Personality Test Database, [www.truity.com](http://www.truity.com).

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

<b>TRANSFER:</b> Students will be able to recognize feelings, thoughts, and behaviors that resemble a psychological disturbance and apply the theories of treatment to real-life scenarios, including those in their own lives, if applicable.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Psychological Disorders</b> 1.1 Define psychologically abnormal behavior. 1.2 Describe historical and cross-cultural views of abnormality. 1.3 Describe major models of abnormality. 1.4 Discuss how stigma relates to abnormal behavior. 1.5 Discuss the impact of psychological disorders on the individual, family, and society. 2.1 Describe the classification of psychological disorders. 2.2 Discuss the challenges associated with diagnosis. 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). 2.4 Evaluate how different factors influence an individual's experience of psychological disorders.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	There are several criteria that determine the abnormality of a behavior, but diagnosis can be subjective.	<ul style="list-style-type: none"> <li>How do we distinguish between what is normal and what is abnormal?</li> </ul>
	The most prominent psychological perspectives all offer different opinions on the genesis of psychological disorders, which in turn leads to varying ideas about how to help people.	<ul style="list-style-type: none"> <li>How do different perspectives help individuals to understand psychological disorders?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	There is a standardized method of diagnosis set forth by the American Psychological Association (APA) in the 5 <sup>th</sup> edition Diagnostic and Statistical Manual (DSM).	Distinguish between normal behavior and criteria used by psychologists to determine abnormal behavior.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

	<p>The four main criteria that determine abnormality are maladaptively, disturbing to others, irrationality, and atypicality.</p> <p>Many clients with mental disorders are misunderstood and carry with them stereotypes which can negatively impact their desire to seek treatment.</p> <p>The primary anxiety disorders are phobic disorder, panic disorder, and generalized anxiety disorder. Various psychological perspectives attribute different causes to the development of an anxiety disorder.</p> <p>Somatic symptom disorders occur when psychological issues take on a physical form with no apparent medical cause. Dissociative disorders are characterized by separation of different facets of a person's personality that are normally integrated.</p>	<p>Identify and apply the four main criteria that determine abnormality to human behavior.</p> <p>Discuss the controversial nature of diagnostic labels.</p> <p>Recognize the criteria for each anxiety disorder and evaluate behavior to determine abnormality.</p> <p>Critique the credibility of diagnoses of somatic symptom and dissociative disorders.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

	<p>The primary mood disorders are major depressive disorder and bipolar disorder.</p> <p>Schizophrenia refers to a class of disorders in which severe distortion of reality occurs. There are several hallmark symptoms, such as delusions, hallucinations, and distorted thinking. There are also biological and environmental explanations about the underlying cause of the disorder.</p> <p>Personality disorders are characterized by inflexible, maladaptive patterns of behavior that keep a person from functioning appropriately in society. Personality disorders are classified into three categories.</p> <p>Children and adolescents also experience significant emotional and behavioral disorders. Common childhood disorders include ADHD and Autism.</p>	<p>Identify the criteria of major mood disorders and attribute the causes to the appropriate psychological perspective.</p> <p>Identify the main biological causes of schizophrenia and distinguish between positive and negative symptoms of the disorder.</p> <p>Compare and contrast the traits associated with each category of personality disorders and theorize why a personality disorder is so difficult to treat.</p> <p>Identify the diagnostic criteria for common disorders in childhood and adolescence.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

	<p>The incidence of specific disorders varies from culture to culture.</p> <p><b>KEY TERMS:</b>          Abnormal behavior, medical perspective, psychoanalytic perspective, behavioral perspective, cognitive perspective, humanistic perspective, sociocultural perspective, Diagnostic and Statistical Manual of Mental Disorders, anxiety disorder, phobias, panic disorder, generalized anxiety disorder, obsessive-compulsive disorder, obsession, compulsion, somatoform disorder, hypochondriasis, conversion disorder, dissociative disorders, dissociative identity disorder, disassociate amnesia, dissociative fugue, mood disorder, major depression, mania, bipolar disorder, schizophrenia, personality disorder, antisocial personality disorder, borderline personality disorder, narcissistic personality disorder, attention-deficit hyperactivity disorder, autism</p>	<p>Analyze the cultural and social norms that may be important in considering the context of various psychological disorders.</p>
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**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Diagnosing fictional characters with disorders discussed in class using diagnostic criteria from the DSM-5.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will view various images of phobias and discuss the origins of phobias using the nature vs. nurture argument to form their opinions.
- Students will read and analyze first-hand accounts of various disorders, such as dissociative identity disorder, and discuss in small groups or as a class.

**SUGGESTED TIME ALLOTMENT**

4 Weeks

**SUPPLEMENTAL UNIT RESOURCES**

American Psychological Association, [www.apa.org](http://www.apa.org).

Crash Course Psychology: Psychological Disorders,

<https://www.youtube.com/watch?v=sUrV6oZ3zsk&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=23>.

Crash Course Psychology: OCD and Anxiety Disorders,

<https://www.youtube.com/watch?v=aX7jnVXXG5o&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=30>.

Crash Course Psychology: Depressive and Bipolar Disorders,

<https://www.youtube.com/watch?v=ZwMIHkWKDwM&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=31>.

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

Crash Course Psychology: Trauma and Addiction,  
<https://www.youtube.com/watch?v=343ORgL3kIc&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=32>.

Crash Course Psychology: Schizophrenia and Dissociative Disorders,  
<https://www.youtube.com/watch?v=uxktavpRdzU&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=33>.

Crash Course Psychology: Eating and Body Dysmorphic Disorders,  
<https://www.youtube.com/watch?v=eMVyZ6Ax-74&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=34>.

Crash Course: Personality Disorders,  
<https://www.youtube.com/watch?v=4E1JiDFxFGk&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=35>.

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.

Hock, Roger R. *Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research*.

Kosslyn, S. M., & Rosenberg, R. S. (2006). *Psychology in context*. Boston, MA: Pearson/Allyn and Bacon.

**Randolph Township Schools**  
**Randolph High School**  
**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit X: Psychological Disorders**

	Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i> , 179, 250-258.
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XI: Treatment of Psychological Disorders**

<b>TRANSFER:</b> Students will be able to recognize feelings, thoughts, and behaviors that resemble a psychological disturbance and apply the theories of treatment to real-life scenarios, including those in their own lives, if applicable.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Treatment of Psychological Disorders</b> 1.1 Explain how psychological treatments have changed over time and among cultures. 1.2 Match methods of treatment to psychological perspectives. 1.3 Explain why psychologists use a variety of treatment options. 2.1 Identify biomedical treatments. 2.2 Identify psychological treatments. 2.3 Describe appropriate treatments for different age groups. 2.4 Evaluate the efficacy of treatments for particular disorders. 2.5 Identify other factors that improve the efficacy of treatment. 2.6 Identify treatment providers for psychological disorders and the training required for each. 3.1 Identify ethical challenges involved in delivery of treatment.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Based on the complexity and unique nature of each person, different perspectives may be more or less effective in understanding the cause of and treatment for abnormal behavior.	<ul style="list-style-type: none"> <li>Which major perspective offers the most effective treatment to patients? Why?</li> </ul>
	The five most prominent psychological perspectives all offer different opinions on the genesis of psychological disorders, which in turn leads to varying ideas about how to best help people.	<ul style="list-style-type: none"> <li>How do differing perspectives help us understand and treat psychological disorders?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XI: Treatment of Psychological Disorders**

<p>3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).</p>	<p>There are various modes of treatment for individuals with psychological disorders, including the approaches typically selected by specific orientations such as behavioral, cognitive, psychoanalytic, humanistic, and biomedical.</p> <p>The basic psychotherapies are psychoanalytic approach, behavioral approach, and cognitive approach.</p> <p>Behavioral therapy emphasizes observable and learned behavior. Techniques include systematic desensitization, aversive conditioning, and token economies.</p> <p>Cognitive therapy focuses on changing unhealthy thought patterns using rational emotive therapy and cognitive behavioral therapy.</p>	<p>Describe the appropriateness of multiple modes of treatment for people with psychological disorders.</p> <p>Discern between the different types of psychotherapies.</p> <p>Compare and contrast the effectiveness of classical and operant conditioning techniques.</p> <p>Employ cognitive therapy techniques by analyzing their own thought processes.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XI: Treatment of Psychological Disorders**

	<p>The goal of psychoanalysis focuses on identifying and addressing the cause of abnormality via the unconscious using techniques such as hypnosis, free association, and dream analysis.</p> <p>Humanistic therapy focuses on self-esteem and self-concept using empathy and unconditional positive regard.</p> <p>Interpersonal therapy is short-term therapy that focuses on the context of social relationships. Group therapy and self-help groups tend to focus on common difficulties amongst groups of people.</p> <p>Whether or not psychotherapy is effective is a complex question. Most psychologists feel that it is more effective than no treatment at all and will lead to quicker relief and lower relapse rates.</p> <p>Biomedical therapy address biology and includes drug therapy, ECT, and the lobotomy.</p>	<p>Explain how Freud’s treatment of psychological disorders led to his view of the unconscious mind.</p> <p>Create a therapeutic simulation to evaluate the effectiveness of active listening and positive regard.</p> <p>Evaluate the pros and cons of group therapy.</p> <p>Debate the effectiveness of psychotherapy using arguments from all perspectives.</p> <p>Identify the main drug therapies and their side effects.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XI: Treatment of Psychological Disorders**

	<p><b>KEY TERMS:</b>          Psychotherapy, biomedical therapy, psychodynamic therapy, psychoanalysis, transference, behavioral treatment approaches, aversive conditioning, systematic desensitization, exposure, dialectical behavior therapy, cognitive treatment approaches, cognitive-behavioral approach, rational-emotive behavior therapy, humanistic therapy, person-centered therapy, interpersonal therapy, group therapy, family therapy, spontaneous remission, drug therapy, antipsychotic drugs, antidepressant drugs, mood stabilizers, anti-anxiety drugs, electroconvulsive therapy, transcranial magnetic stimulation, psychosurgery, community psychology, deinstitutionalization</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Individually creating and presenting an annotated bibliography in APA format based on the diagnosis and treatment of a disorder of their choice. They will choose an article and write a description or descriptions of various questions about the main issues, arguments, and research.</li> </ul>		
<p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p>		

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XI: Treatment of Psychological Disorders**

- Students will work in small groups to analyze a case study and use criteria from the *Diagnostic and Statistical Manual of Mental Disorders V* to diagnose and treat abnormal behavior. They will share their diagnosis and treatment plan with the entire class in a large discussion setting.

<b>SUGGESTED TIME ALLOTMENT</b>	2 Weeks
<b>SUPPLEMENTAL UNIT RESOURCES</b>	American Psychological Association, <a href="http://www.apa.org">www.apa.org</a> .  Crash Course Psychology: Getting Help, <a href="https://www.youtube.com/watch?v=6nEL44QkL9w&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=36">https://www.youtube.com/watch?v=6nEL44QkL9w&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=36</a> .  Crash Course Psychology: Biomedical Treatments, <a href="https://www.youtube.com/watch?v=w2efaHgJ93A&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=37">https://www.youtube.com/watch?v=w2efaHgJ93A&amp;list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&amp;index=37</a> .  Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i> .

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XII: Social Psychology**

<b>TRANSFER:</b> Students will be able to recognize and evaluate how their own behavior and the behavior of their peers is shaped by social influences.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Curricula</b> <b>Standard Area: Social Interactions</b> 1.1 Describe attributional explanations of behavior. 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior. 1.3 Identify persuasive methods used to change attitudes. 2.1 Describe the power of the situation. 2.2 Describe effects of others' presence on individuals' behavior. 2.3 Describe how group dynamics influence behavior. 2.4 Discuss how an individual influences group behavior. 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination. 3.2 Describe determinants of prosocial behavior. 3.3 Discuss influences upon aggression and conflict. 3.4 Discuss factors influencing attraction and relationships.	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Attitudes are subject to change due to experiences one has throughout the course of his or her life.	<ul style="list-style-type: none"> <li>• How do attitude and action affect each other?</li> </ul>
	The power of the group is very influential and can positively or negatively impact our behavior.	<ul style="list-style-type: none"> <li>• How is our behavior influenced by the presence of others?</li> </ul>
	Psychologists have developed strategies that have proven effective in diminishing the effects of prejudice and discrimination.	<ul style="list-style-type: none"> <li>• How can we reduce prejudice and discrimination and increase prosocial behavior?</li> </ul>
	*All remaining essential questions per CCM requirements are included in knowledge and skills statements below.	
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b>
	The main errors with attribution are the fundamental attribution error, false consensus effect, self-serving bias, and the just world belief.	Apply attribution theory to our everyday lives.

**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XII: Social Psychology**

	<p>People may conform to gain social approval (normative social influence) or because they welcome the information others provide (informational social influence).</p> <p>There are a variety of group dynamics, such as social facilitation, social loafing, social impairment, group polarization, groupthink, and deindividuation.</p> <p>Conformity refers to individuals yielding to indirect social pressure. Compliance is behavior that occurs in response to direct social pressure. Obedience is a change in behavior in response to the commands of others.</p> <p>There are two main types of persuasion: peripheral route and central route.</p> <p>There are psychological and cognitive factors that influence prejudice, discrimination, and stereotypes.</p>	<p>Explain how individuals respond to the expectations of others.</p> <p>Analyze the function of different kinds of group behavior.</p> <p>Differentiate between obedience, compliance, and conformity; differentiate between the strategies used to obtain each.</p> <p>Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Compare and contrast prejudice, discrimination, and stereotypes. Evaluate the roots of these issues.</p>
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**Randolph Township Schools  
Randolph High School**

**General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XII: Social Psychology**

	<p>Aggression is the intentional harm to another person. Altruism is the unselfish regard for the welfare of others.</p> <p>Our attraction to others is influenced by a variety of factors including proximity, similarity, exposure, and physical attractiveness.</p> <p><b>KEY TERMS:</b> Social psychology, attitudes, central route processing, peripheral route processing, cognitive dissonance, social cognition, schemas, central traits, attribution theory, situational causes of behavior, dispositional causes, halo effect, assumed-similarity bias, self-serving bias, fundamental attribution error, social influence, group, conformity, status, social supporter, groupthink, compliance, industrial-organizational psychology, obedience, stereotype, prejudice, discrimination, social neuroscience, interpersonal attraction, reciprocity of liking effect, passionate love, companionate love, aggression, catharsis,</p>	<p>Identify the factors that cause both aggression and prosocial, helping behaviors.</p> <p>Describe the variables that contribute to attraction.</p>
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**Randolph Township Schools  
 Randolph High School  
 General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XII: Social Psychology**

	prosocial behavior, diffusion of responsibility, altruism	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Creating and performing a study based on a social phenomenon (such as the bystander effect, prejudice, conformity, etc.), and then creating a video illustrating the results.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will watch clips from social experiments such as Stanley Milgram’s obedience study. They will work in groups to analyze the behavior in terms of social influence, as well as ethical principles.</li> </ul>		
<b>SUGGESTED TIME ALLOTMENT</b>	4 Weeks	
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>American Psychological Association, <a href="http://www.apa.org">www.apa.org</a>.</p> <p>Biography.com: “Kitty Genovese”, <a href="http://www.biography.com/people/kitty-genovese-120415">www.biography.com/people/kitty-genovese-120415</a>.</p> <p>Brain Games: <i>Peer Pressure</i> (Season 5, Episode 8).</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p> <p>Philip Zimbardo: Stanford Prison Experiment Video.</p> <p>Solomon Asch: Conformity Experiment Video.</p>	

**Randolph Township Schools  
Randolph High School  
General Psychology: County College of Morris Dual Enrollment Curriculum**

**Unit XII: Social Psychology**

	Stanley Milgram: Milgram Experiment Video.
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