

**Randolph Township Schools
Randolph High School
Advanced Placement Psychology Curriculum**

“A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying.” - B.F. Skinner

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**Randolph Township Schools
Randolph High School
Advanced Placement Psychology Curriculum**

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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

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**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

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Introduction

This course introduces students to the systematic and scientific study of human behavior and mental processes. Students will explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. (Adapted from the College Board). The course follows nationally recognized curricula in psychology. Students are **STRONGLY** encouraged to take the corresponding national exam in May for potential college credit. The course emulates a college-level introductory psychology course in subject matter, rigor, and class expectations.

**Randolph Township Schools
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 Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Scientific Foundations of Psychology
4 weeks	II	Biological Bases of Behavior
3 weeks	III	Sensation and Perception
3 weeks	IV	Learning
4 weeks	V	Cognitive Psychology
3 weeks	VI	Developmental Psychology
4 weeks	VII	Motivation, Emotion, and Personality
4 weeks	VIII	Clinical Psychology
3 weeks	IX	Social Psychology

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Unit I: Scientific Foundations of Psychology

TRANSFER: Students will be able to use their understanding of foundational psychology to posit the relevance of why and how psychology relates to their own life.		
<p>STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Perspectives in Psychological Science 1.1 Define psychology as a discipline and identify its goals as a science. 1.2 Describe the emergence of psychology as a scientific discipline. 1.3 Describe perspectives employed to understand behavior and mental processes. 1.4 Explain how psychology evolved as a scientific discipline. 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. Standard Area: Research Methods, Measurement, and Statistics</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	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"> • What is psychology?
	Psychologists use a variety of research methods and designs to conduct their research to help them develop theories about human behavior and mental processes.	<ul style="list-style-type: none"> • How could the methodology of the research affect the outcome of a study?
	Psychologists must adhere to ethical and procedural guidelines in order to ensure that the results of their research are valid and reliable.	<ul style="list-style-type: none"> • How might ethical guidelines impact psychological research?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
Psychology initially developed as a combination of biology and philosophy. The psychology approach is the science of behavior and mental processes while the philosophical approach is the study of the fundamental nature of knowledge, reality, and existence.	Recognize how philosophical and physiological perspectives shaped the development of psychological thought.	

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Unit I: Scientific Foundations of Psychology

<p>1.1 Describe the scientific method and its role in psychology.</p> <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>Scientists such as Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B.F. Skinner, Margaret Floy Washburn, John B. Watson, and Wilhelm Wundt have all made significant contributions to the history and development of psychology.</p> <p>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>Applying learning theories to behavior provides a valuable vantage point for looking at behavior yet is limited by focusing on one specific perspective. Apply a single learning theory to behavior can fail to recognize other factors that are influential to behavior.</p>	<p>Identify the research contributions of major historical figures in psychology.</p> <p>Describe and compare different theoretical approaches in explaining behavior.</p> <p>Recognize the strengths and limitations of applying theories to explain behavior.</p>
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Unit I: Scientific Foundations of Psychology

	<p>The study of psychology relies on a diverse array of qualitative and quantitative research methods, including observations, case studies, surveys, and controlled experiments.</p> <p>Operational definitions specify a measurement procedure for measuring external, observable behavior. The resulting measurements are used as a definition and a measurement of the construct.</p> <p>The independent variable in an experiment is the variable that is deliberately manipulated by the experimenter to see if related changes occur in the behavior or responses of the participants and is given to the experimental group. The dependent variable in an experiment is the measured behavior or responses of the participants.</p> <p>Psychological research is carefully designed so that researchers can be confident about using results to draw conclusions about real-life phenomena. This is done by controlling variables, creating representative samples, controlling for internal and external validity, and operationalizing definitions and measurements.</p>	<p>Differentiate types of research with regard to purpose, strengths, and weaknesses.</p> <p>Discuss the value of reliance on operational definitions and measurement in behavioral research.</p> <p>Identify independent, dependent, confounding, and control variables in experimental designs.</p> <p>Describe how research design drives the reasonable conclusions that can be drawn.</p>
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Unit I: Scientific Foundations of Psychology

	<p>Random assignment of participants to experimental groups helps to control for individual differences both within and between the groups that might otherwise interfere with the experiment's outcome.</p> <p>Validity is the extent to which a test or experiment measures what it is supposed to, which can be influenced by bias in psychological research.</p> <p>Researchers use descriptive statistics to measure and describe characteristics of groups under study, often implemented in a histogram to display data. Descriptive statistics measure and describe characteristics of groups, including measures of central tendency and measures of variation.</p> <p>Descriptive statistics are used to organize and summarize data, while inferential statistics allows researchers to draw conclusions about a population based on data from a sample.</p>	<p>Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.</p> <p>Predict the validity of behavioral explanations based on the elements of research design.</p> <p>Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.</p> <p>Distinguish the purpose of descriptive statistics and inferential statistics.</p>
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	<p>Ethical principles were developed by the American Psychological Association to encourage psychologists to use specific standards in their research.</p> <p>Ethical guidelines for doing research with human beings include the protection of rights and well-being of participants, informed consent, justification when deception is used, the right of participants to withdraw at any time, protection of participants from physical or psychological harm, confidentiality, and debriefing of participants at the end of the study.</p> <p>VOCABULARY: Empiricism, structuralism, functionalism, behaviorism, psychometrics, applied research, psychiatry, theory, hypothesis, replication, case study, survey, population, random sample, naturalistic observation, correlation, correlational coefficient, scatterplot, illusory correlation, experiment, random assignment, double-blind procedure, placebo effect, experimental group, control group, independent variable, confounding variable, dependent variable, mode, median, mean, range, standard deviation, normal curve, statistical significance, culture, informed consent, debriefing, humanistic psychology, cognitive neuroscience, psychology, nature-nurture issue, natural</p>	<p>Identify how ethical issues inform and constrain research practices.</p> <p>Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</p>
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Unit I: Scientific Foundations of Psychology

	<p>selection, levels of analysis, biopsychosocial approach, evolutionary psychology, psychodynamic psychology, behavioral psychology, cognitive psychology, social-cultural psychology, psychometrics, basic research, developmental psychology, educational psychology, personality psychology, social psychology, applied research, industrial-organizational psychology, human factors psychology, counseling psychology, clinical psychology, psychiatry, hindsight bias, critical thinking, operational definition, naturalistic observation</p> <p>KEY TERMS: Empiricism, structuralism, functionalism, behaviorism, psychodynamic approach, cognitive approach, social-cultural approach, behavioral approach, biological approach, humanistic approach, scientific method, operational definition, experiment, random assignment, case study, naturalistic observation, survey, sample, population, random sample, APA ethical guidelines</p>	
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	<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create a living timeline of the historical foundations of psychology 	
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Unit I: Scientific Foundations of Psychology

<ul style="list-style-type: none"> • Students will engage in group practice free-response questions • Students will participate in learning stations to apply APA ethical guidelines to various psychological experiments 	
SUGGESTED TIME ALLOTMENT	4 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>American Psychological Association, www.apa.org</p> <p>AP Classroom (College Board resources)</p> <p>Crash Course Psychology: Intro to Psychology https://www.youtube.com/watch?v=vo4pMVb0R6M&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&t=0s.</p> <p>Crash Course Psychology: Psychological Research https://www.youtube.com/watch?v=vo4pMVb0R6M&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&t=0s.</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations Into the History of Psychological Research</i>.</p>

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Unit II: Biological Bases of Behavior

TRANSFER: Students will be able to utilize their understanding about physiology and psychology to influence their own behavior and to better comprehend the behavior of others.		
<p>STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Biological Bases of Behavior</p> <p>1.1 Identify the major divisions and subdivisions of the human nervous system.</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system.</p> <p>1.4 Describe lateralization of brain functions.</p> <p>1.5 Discuss the mechanisms and the importance of plasticity of the nervous system.</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system.</p> <p>2.2 Describe the effects of hormones on behavior and mental processes.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Biological and anatomical structures play an active role in an individual’s mental and behavioral development. For instance, 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"> How can biology influence our behavior and mental processes?
	A recurring topic in this course is the concept of nature and nurture, or the idea that the interaction between human biology and our environment influences our behavior and mental processes.	<ul style="list-style-type: none"> How do biological and environmental factors interact to influence our behaviors and mental processes?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The most persistent issue in psychology is the nature-nurture issue, the controversy over the relative contributions of biology and experience. Nature refers to heredity, a person’s biological makeup, while nurture refers to the environment, a person’s life experiences, family, and education.	Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.

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<p>2.3 Describe hormone effects on the immune system.</p> <p>3.1 Describe concepts in genetic transmission.</p> <p>3.2 Describe the interactive effects of heredity and environment.</p> <p>3.3 Explain how evolved tendencies influence behavior.</p> <p>Standard Area: Consciousness</p> <p>1.1 Identify states of consciousness.</p> <p>1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).</p> <p>2.1 Describe the circadian rhythm and its relation to sleep.</p> <p>2.2 Describe the sleep cycle.</p> <p>2.3 Compare theories about the functions of sleep.</p> <p>2.4 Describe types of sleep disorders.</p> <p>2.5 Compare theories about the functions of dreams.</p> <p>3.1 Characterize the major categories of psychoactive drugs and their effects.</p>	<p>Behavioral genetics is the field of study that examines the role of genetics in behavior. This study analyzes the relative power and limits of genetic and environmental influences on behavior, often in relation to the nature-nurture debate.</p> <p>Evolutionary psychology studies the evolution of behavior and the mind, using principles of natural selection. Natural selection is driven on the principle that, among the range of inherited trait variations, those contributing to reproduction and survival will most likely be passed on to succeeding generations.</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>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>Identify key research contributions of scientists in the area of heredity and environment.</p> <p>Predict how traits and behavior can be selected for their adaptive value.</p> <p>Discuss the effect of the endocrine system on behavior.</p> <p>Describe the nervous system and its subdivisions and functions.</p>
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<p>3.2 Describe how psychoactive drugs act at the synaptic level.</p> <p>3.3 Evaluate the biological and psychological effects of psychoactive drugs.</p> <p>3.4 Explain how culture and expectations influence the use and experience of drugs.</p> <p>4.1 Describe meditation and relaxation and their effects.</p> <p>4.2 Describe hypnosis and controversies surrounding its nature and use.</p>	<p>A neuron is the basic building block of nervous system and is comprised of many parts, all with specific functions. Neurons communicate with one another via neurotransmitters. The primary components of the neuron are the soma, the axon, dendrites, and synapses.</p> <p>The neurons of the nervous system conduct electrical impulses, or signals, that serve as communication between sensory receptors, muscles and glands, the brain, and spinal cord. Within the neuron, when a signal is received by the dendrites, it is transmitted to the soma in the form of an electrical signal, and, if the signal is strong enough, it may then be passed onto the axon and then to the terminal buttons.</p> <p>Drugs and other chemicals affect brain chemistry at synapses, often by either exciting or inhibiting a neuron's firing. Agonists are chemicals that bind to receptors and mimic the actions of neurotransmitters. Antagonists are chemicals that bind to receptors and block the functioning of neurotransmitters.</p>	<p>Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.</p> <p>Identify basic processes of transmission of a signal between neurons.</p> <p>Discuss the influence of drugs on neurotransmitters.</p>
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Unit II: Biological Bases of Behavior

	<p>The nervous system controls bodily function by gathering sensory input, integrating the information internally, and communicating proper motor output. The nervous system can be broken down into two major parts, the central nervous system and the peripheral nervous system. The central nervous system includes the brain and spinal cord, and the peripheral nervous system includes all the neurons that sense and communicate data to the central nervous system.</p> <p>Paul Broca and Carl Wernicke have both made significant contributions to the study of the brain.</p> <p>With research tools such as case studies, split brain research, imaging techniques, lesioning, and autopsies, we have been able to analyze and scientifically study the anatomy and structures of the brain.</p> <p>Scientist and researcher Roger Sperry has made imperative contributions to the development of tools to examine the brain.</p>	<p>Describe the nervous system and its subdivisions and functions in the brain.</p> <p>Identify the contributions of key researchers to the study of the brain.</p> <p>Recount historic and contemporary research strategies and technologies that support research.</p> <p>Identify the contributions of key researchers to the development of tools for examining the brain.</p>
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Unit II: Biological Bases of Behavior

	<p>Neuroplasticity is the brain's ability to create new neural pathways to account for learning and acquisition of new experiences. This refers to changes in neural pathways and synapses that result in changes in behavior, environmental and neural processes, and changes resulting from bodily injury.</p> <p>Michael Gazzaniga has made significant contributions to the research and study of neuroplasticity with his split-brain research.</p> <p>Psychologists have investigated consciousness, including the awareness of oneself and environment, the ways consciousness can be altered, and the various levels and states of consciousness.</p> <p>Psychoactive drugs act on the nervous system and alter states of consciousness, change the perception of reality, and alter mood. Major psychoactive drugs include depressants, barbiturates, hallucinogens, and stimulants.</p>	<p>Discuss the role of neuroplasticity in traumatic brain injury</p> <p>Identify the contributions of key researchers to the study of neuroplasticity.</p> <p>Describe various states of consciousness and their impact on behavior.</p> <p>Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.</p>
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Unit II: Biological Bases of Behavior

	<p>Psychoactive drugs alter perception and moods. The continued use produces tolerance, requiring larger doses to achieve the same effect, and may lead to physical or psychological dependence. Addiction is compulsive drug craving and use, while withdrawal is the discomfort and distress that follows discontinuing the use of an addictive drug.</p> <p>Scientists William James and Sigmund Freud have made significant contributions to the study of consciousness.</p> <p>There are five stages in our sleep cycle. Sleep strengthens memory, increases concentration, and fortifies the immune system. Sleep cycles through multiple stages vary in levels of neural activity, muscle control, biological functions, and dreaming.</p>	<p>Discuss drug dependence, addiction, tolerance, and withdrawal.</p> <p>Identify the contributions of major figures in consciousness research.</p> <p>Discuss aspects of sleep and dreaming.</p>
	<p>VOCABULARY: Neuron, sensory neurons, motor neurons, interneurons, dendrite, axon, myelin sheath, action potential, threshold, synapse, neurotransmitter, reuptake, endorphins, nervous system, central nervous system, peripheral nervous system, nerves, somatic nervous system, autonomic nervous system, sympathetic nervous system,</p>	

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Unit II: Biological Bases of Behavior

	<p>parasympathetic nervous system, reflex, endocrine system, hormones, adrenal glands, pituitary gland, lesion, electroencephalogram, computed tomography scan, positron emission tomography scan, MRI, fMRI, brainstem, medulla, reticular formation, thalamus, cerebellum, limbic system, amygdala, hypothalamus, cerebral cortex, glial cells, frontal lobes, parietal lobes, occipital lobes, temporal lobes, motor cortex, sensory cortex, association areas, aphasia, Broca's area, Wernicke's area, plasticity, neurogenesis, corpus callosum, split brain, consciousness, cognitive neuroscience, dual processing, behavior genetics, environment, chromosomes, DNA, genes, genome, identical twins, fraternal twins, heritability, interaction, molecular genetics, evolutionary psychology, natural selection, mutation, consciousness, circadian rhythm, REM sleep, alpha waves, sleep, hallucinations, delta waves, NREM sleep, insomnia, narcolepsy, sleep apnea, night terrors, dream, manifest content, latent content, REM rebound, hypnosis, posthypnotic suggestion, dissociation, psychoactive drugs, tolerance, withdrawal, physical dependence, psychological dependence, addiction, depressants, barbiturates, opiates, stimulants, amphetamines, methamphetamine, ecstasy, hallucinogens, LSD, near-death experience, THC, Action potential, nervous system, central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, endocrine system,</p>	
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Unit II: Biological Bases of Behavior

	<p>reticular formation, limbic system, association areas, Broca’s area, Wernicke’s area, manifest content, latent content, REM rebound, posthypnotic suggestion, psychoactive drugs, physical dependence, psychological dependence</p> <p>KEY TERMS: Neuron, nervous system, central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, endocrine system, frontal lobe, parietal lobe, occipital lobe, temporal lobe, psychoactive drugs, consciousness, circadian rhythm, heritability, plasticity</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create a model of the brain that depicts both structure and function • Students will work collaboratively to illustrate visually the correct order of neurotransmission • 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 		
SUGGESTED TIME ALLOTMENT	4 Weeks	

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Unit II: Biological Bases of Behavior

SUPPLEMENTAL UNIT RESOURCES	<p>American Psychological Association, www.apa.org.</p> <p>AP Classroom (College Board resources)</p> <p>Crash Course Psychology: The Chemical Mind, https://www.youtube.com/watch?v=W4N-7AlzK7s&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=4.</p> <p>Crash Course Psychology: Meet Your Master – Getting to Know Your Brain, https://www.youtube.com/watch?v=vHrmiy4W9C0&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=5.</p> <p>Crash Course Psychology: Consciousness, https://www.youtube.com/watch?v=jReX7qKU2yc&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=9.</p> <p>Crash Course Psychology: To Sleep, Perchance to Dream, https://www.youtube.com/watch?v=rMHus-0wFSo&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=10.</p> <p>Crash Course Psychology: Altered States, https://www.youtube.com/watch?v=9PW1fwKjo-Y&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=11.</p> <p>Curiosity: Your Body on Drugs, www.go.discovery.com.</p>
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Unit II: Biological Bases of Behavior

Discovery Channel: *Human Body: Pushing the Limits*.

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

Video Discovery: *What happened to Phineas Gage?*,
www.youtube.com/watch?v=NFO6ts6vZic.

TED: The Brain Benefits of Deep Sleep, Dan Gartenberg:
https://www.ted.com/talks/dan_gartenberg_the_brain_benefits_of_deep_sleep_and_how_to_get_more_of_it

TED: Why do we sleep? Russell Foster:
https://www.ted.com/talks/russell_foster_why_do_we_sleep?language=en

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Unit III: Sensation and Perception

TRANSFER: Students will be able to identify how their biological composition impacts the way they perceive and interact with the world around them.		
STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Sensation and Perception 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Using input from several anatomical structures, the sensations we perceive help us to process and interpret information about our environment. 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"> How do we process the information we receive from our environments?
	Our perceptions influence how we think and behave. Sensation and perception connect the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.	<ul style="list-style-type: none"> How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The three perceptual theories are signal detection theory, top-down processing theory, and bottom-up processing theory. These theories attempt to explain the reasoning behind our perceptions.	Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.

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Unit III: Sensation and Perception

<p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence perception.</p>	<p>Sensory transduction is converting one form of energy into another. Absolute threshold is the minimum amount of energy that can be detected 50% of the time. A difference threshold is the minimum difference between two stimuli required for detection 50% of the time, which is also referred to as just noticeable difference. The signal detection theory predicts how and when the detection will occur of a faint stimulus amid background noise. This theory assumes there is no single absolute threshold and detection depends on an individual's experience, expectations, motivation, and fatigue level.</p> <p>Scientists such as Gustav Fechner, David Hibel, Ernst Weber, and Torsten Wiesel have made significant contributions to our understanding of sensation and perception.</p> <p>A perceptual set is a mental predisposition that functions as a lens through which we perceive the world. Our learned schemas prime us to organize and interpret ambiguous stimuli in certain ways. The surrounding context helps create expectations that guide our perceptions.</p>	<p>Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.</p> <p>Identify the research contributions of major historical figures in sensation and perception.</p> <p>Discuss how experience and culture can influence perceptual processes.</p>
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Unit III: Sensation and Perception

	<p>We selectively attend to and process a very limited aspect of incoming information, blocking out most, and often shifting the spotlight of our attention from one thing to another. We even display inattention blindness to events and changes in our visual world.</p> <p>Impulses travel along the optic nerve, to the thalamus, and on to the visual cortex. In the visual cortex, feature detectors respond to specific features of the visual stimulus.</p> <p>After sensory information is transmitted to the brain, it must undergo additional processing to create perception. A variety of factors influence perception, including specific features of the information itself, the individual's biological dispositions and past experiences, and cultural influences.</p>	<p>Discuss the role of attention in behavior.</p> <p>Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>Explain common sensory conditions that impact perception.</p>
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Unit III: Sensation and Perception

	<p>Top-down processing is a form of information processing, guided by higher level mental processes. As we construct our perceptions, they are drawn from experiences and expectations. This type of perceptual set causes a tendency to perceive things in a certain way because of the influences of previous experiences.</p> <p>The human sense of hearing is attributed to the auditory system, which uses the ear to collect, amplify, and transduce sound waves into electrical impulses that allow the brain to perceive and localize sounds. The ear can be divided into the outer ear, middle ear, and inner ear, each of which has a specific function in the process of hearing.</p> <p>Taste sensations are transduced by taste cells located in bunches called taste buds. They are found throughout the entire mouth but are highly concentrated on the tongue, the major sensory organ of the gustatory system. The main sensory organ responsible for sense of smell is the nasal cavity, which contains olfactory receptors that perform the transduction of odors into neural impulses.</p>	<p>Explain the role of top-down processing in producing vulnerability to illusion.</p> <p>Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for the human sense of hearing.</p> <p>Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for the human sense of taste.</p>
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Unit III: Sensation and Perception

	<p>The three main energy senses are visual, auditory, and tactile. The two main chemical senses are olfactory and gustatory.</p> <p>VOCABULARY: Sensation, perception, signal detection theory, difference threshold, Weber’s Law, sensory adaptation, feature detectors, parallel processing, audition, frequency, cochlea, inner ear, place theory, pitch, middle ear, cochlear implant, kinesthesia, gestalt, figure-ground, grouping, depth perception, visual cliff, binocular cues, retinal disparity, monocular cues, phi phenomenon, Bottom-up processing, top-down processing, selective attention, inattentional blindness, change blindness, psychophysics, absolute threshold, Young-Helmholtz trichromatic theory, opponent process theory, place theory, frequency theory, conduction hearing loss, sensorineural hearing loss, kinesthesia, vestibular sense, gate-control theory, sensory interaction, figure-ground, grouping, depth perception, visual cliff, binocular cues, retinal disparity, monocular cues, phi phenomenon, perceptual constancy, color constancy, perceptual adaptation, perceptual set, extrasensory perception, parapsychology</p> <p>KEY TERMS:</p>	<p>Describe the nature of the main energy and chemical senses.</p>
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Unit III: Sensation and Perception

	Sensation, perception, bottom-up processing, top-down processing, attention, Gestalt, absolute threshold	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will participate in various labs and hands-on activities to demonstrate how our senses work • 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 		
SUGGESTED TIME ALLOTMENT	4 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>American Psychological Association, www.apa.org.</p> <p>AP Classroom (College Board resources)</p> <p>“Brain Games.” Focus Pocus. (Season 2, Episode 1).</p> <p>Crash Course Psychology: Sensation and Perception, https://www.youtube.com/watch?v=unWnZvXJH2o&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=6.</p>	

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Crash Course Psychology: Homunculus,
<https://www.youtube.com/watch?v=fxZWtc0mYpQ&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=7>.

Crash Course Psychology: Perceiving is Believing,
https://www.youtube.com/watch?v=n46umYA_4dM&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=8.

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

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Unit IV: Learning

TRANSFER: Students will be able to examine the ways in which they learn and apply this analysis to aid in interpreting their behaviors and approaches to learning.		
STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Learning 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The process of learning requires both physiological and psychological processes to work together.	<ul style="list-style-type: none"> • How do we learn?
	Many psychologists focus on observable behaviors and how those behaviors can be reinforced or changed, while other psychologists study how the observation of other peoples' behaviors can lead to changes in one's mental processes and resulting behaviors.	<ul style="list-style-type: none"> • How might our experiences influence our behaviors and mental processes?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Scientists such as Ivan Pavlov, B.F. Skinner, Edward Thorndike, and Albert Bandura have made significant contributions to our understanding of how organisms learn behaviors.	Identify the contributions of key researchers in the psychology of learning.

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	<p>Latent learning is a type of learning that occurs but is not apparent until there is an incentive to demonstrate what was learned. Insight learning is the sudden realization of a problem's solution and social learning is a form of learning that takes place through the observation of others.</p> <p>Operant conditioning techniques work best with behaviors that would typically occur in a specific situation. A taste aversion is a tendency to avoid or make a negative association with a food that you ate just before getting sick. Superstitious behavior is the tendency to repeat behaviors that are followed closely by a reinforcer, even if they are not related. Learned helplessness is the learning that occurs after being unable to avoid repeated aversive events.</p> <p>A practical application of learning theories is finding solutions to behavioral problems through techniques like behavior modification, biofeedback, coping strategies, and self-control.</p> <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>Describe the essential characteristics of insight learning, latent learning, and social learning.</p> <p>Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.</p> <p>Provide examples of how biological constraints create learning predispositions.</p> <p>Describe basic classical conditioning phenomena.</p>
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	<p>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. Observational learning is when we learn by watching the behavior of another.</p> <p>Operant conditioning is a type of learning in which the behavior is strengthened if followed by a reinforcer and diminished when followed by a punisher.</p> <p>Reinforcement schedules act as the rules that define when and how to increase reinforcement in order to reach the desired behavior after a specific number of responses.</p> <p>Operant conditioning can be used in many settings on both animals and people to change or modify behavior. This use is termed behavior modification and includes the use of reinforcement and shaping to alter behaviors.</p>	<p>Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.</p> <p>Predict, using real-life examples, the effects of operant conditioning.</p> <p>Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.</p> <p>Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.</p>
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	<p>VOCABULARY:</p> <p>Learning, habituation, behaviorism, acquisition, reinforcement, positive reinforcement, shaping, cognitive map, biofeedback, Associative learning, behaviorism, acquisition, higher-order conditioning, classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response, neutral stimulus, stimulus generalization, stimulus discrimination, operant conditioning, operant behavior, reinforcement, positive reinforcement, spontaneous recovery, discriminative stimulus, primary 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, cognitive learning theory, latent learning, observational learning, learned helplessness, respondent behavior, law of effect, operant chamber, shaping, cognitive map, latent learning, intrinsic motivation, extrinsic motivation</p> <p>KEY TERMS:</p> <p>Learning, classical conditioning, operant conditioning, observational learning, reinforcement, punishment, law of effect</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice

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KEY LEARNING EVENTS AND INSTRUCTION:

- Students will create real-life examples of both operant and classical conditioning
- Students will read and discuss/answer questions about peer-reviewed research on observational learning

SUGGESTED TIME ALLOTMENT

3 Weeks

SUPPLEMENTAL UNIT RESOURCES

American Psychological Association, www.apa.org

AP Classroom (College Board resources)

Albert Bandura: *Bobo Doll Experiment Video*, www.youtube.com/watch?v=zerCK01Rjp8.
American Psychological Association, www.apa.org.

Bandura, A. Ross, D., & Ross, S.A. (1961). Transmission of Aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.

Crash Course Psychology: How to Train a Brain,
https://www.youtube.com/watch?v=qG2SwE_6uVM&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=12.

Crash Course Psychology: The Bobo Beatdown,
<https://www.youtube.com/watch?v=128Ts5r9NRE&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=13>.

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

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	<p>John Watson: <i>Little Albert Experiment Video</i>, www.youtube.com/watch?v=9hBfnXACsOI.</p> <p>Watson, J.B., & Rayner, R. (1920). Conditioned emotional responses. <i>Journal of Experimental Psychology</i>, 3, 1-14.</p>
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Unit V: Cognitive Psychology

TRANSFER: Students will be able to make decisions and interpret their decision-making, problem-solving processes based on their understanding of cognition and how they acquire and organize information.		
STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Memory 1.1 Identify factors that influence encoding. 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing. 1.3 Discuss strategies for improving the encoding of memory. 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Understanding how information is gathered gives insight into how we make sense of and perceive the world, and in turn, how these mental processes influence our behavior.	<ul style="list-style-type: none"> • What roles do memory and thinking play in our behaviors?
	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. Intelligence is studied in order to gain a better understanding of the reasons for individual differences.	<ul style="list-style-type: none"> • What is intelligence and how can we study it to understand it?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Cognition is complex and involves various mental processes such as memory, problem solving, and decision making.	Compare and contrast various cognitive processes.

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<p>3.3 Discuss the factors influencing how memories are retrieved.</p> <p>3.4 Explain how memories can be malleable.</p> <p>3.5 Discuss strategies for improving the retrieval of memories.</p> <p>Standard Area: Thinking</p> <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>Standard Area: Intelligence</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>Atkinson and Shiffrin’s three-step model of memory and Alan Baddley’s model of working memory are examples of how psychologists describe systems of memory.</p> <p>Noam Chomsky, Hermann Ebbinghaus, Wolfgang Kohler, Elizabeth Loftus, and George A. Miller all have made significant contributions to the field of cognitive psychology.</p> <p>Effortful processing is how we encode conscious memories, automatic processing happens without awareness. We use effortful processing strategies, such as chunking, mnemonics, hierarchies, and distributed practice to ensure proper encoding.</p> <p>Storage is the retaining of information over time. Effective storage involves several brain systems such as the hippocampus (processes memories for storage), the cerebellum (forming and storing implicit memories) and basal ganglia (storage of procedural memories), and the amygdala (emotional memory storage).</p> <p>Retention is measured through recall, recognition, and relearning. We use external retrieval cues such as priming, context-dependent memory, state-dependent memory, and the serial position effect to help us get information out of memory.</p>	<p>Describe and differentiate psychological and physiological systems of memory.</p> <p>Identify the contributions of key researchers in cognitive psychology.</p> <p>Outline the principles that underlie construction and encoding of memories.</p> <p>Outline the principles that underlie effective storage of memories.</p> <p>Describe strategies for retrieving memories.</p>
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<p>3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.</p> <p>Standard Area: Language Development</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>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>Forgetting and memory errors may happen because of amnesia (anterograde or retrograde), encoding failure, retrieval failure, interference, motivated forgetting, or the misinformation effect. In order to improve memory, the following have been proven to be beneficial: rehearsal, making material meaningful, using retrieval cues and mnemonics, minimizing interference, sleeping more, and testing your knowledge.</p> <p>Memory is typically represented in sensory memory, short-term memory, working memory, and long-term memory.</p> <p>Problem-solving strategies include the use of algorithms, heuristics, and insight. Problem-solving skills may be hindered by obstacles like confirmation bias, mental sets, intuition, overconfidence, belief perseverance, and framing.</p> <p>Creativity requires divergent thinking. Sternberg and colleagues identified five components of creativity: expertise, imaginative thinking skills, a venturesome personality, intrinsic motivation, and a creative environment.</p> <p>Intelligence is a mental quality consisting of the ability to learn from experience, solve problems, and use knowledge to adapt to new situations.</p>	<p>Describe typical memory errors and strategies for memory improvement.</p> <p>Describe and differentiate psychological and physiological systems of short- and long-term memory.</p> <p>Identify problem-solving strategies as well as factors that influence their effectiveness.</p> <p>List the characteristics of creative thought and creative thinkers.</p> <p>Define intelligence and list characteristics of how psychologists measure intelligence.</p>
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	<p>It is important to consider cultural differences when considering intelligence as according to Sternberg, intelligence cannot be understood outside of its cultural context. Behavior that is considered intelligent in one culture may not be valued in another.</p> <p>Historical theories and tests of intelligence include those created by Alfred Binet and Lewis Terman. More modern tests include aptitude and achievement tests, such as the Wechsler Adult Intelligence Scale.</p> <p>Researchers such as Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Lewis Terman, and David Wechsler have made significant contributions to the study of intelligence and intelligence testing.</p> <p>To be widely accepted, psychological tests must be standardized, reliable, and valid. Standardization is the process of defining uniformed testing procedures and meaningful scores by comparison with the performance of a pretested group. Reliability is the extent to which a test yields consistent results, and validity is the extent to which a test measures or predicts what it is supposed to.</p> <p>Intelligence scores tend to fall on a normal curve and the average score is 100.</p>	<p>Discuss how culture influences the definition of intelligence.</p> <p>Compare and contrast historic and contemporary theories of intelligence.</p> <p>Identify the contributions of key researchers in intelligence research and testing.</p> <p>Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.</p> <p>Interpret the meaning of intelligence scores in terms of the normal curve.</p>
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	<p>Intellectual disability is a condition of limited mental ability, indicated by an intelligence score of 70 or below and limited conceptual, social, and/or practical skills. Gifted, or high-scoring people, tend to be healthy and well-adjusted, and successful academically.</p> <p>We acquire language through learning as our biology and experience interact. Childhood is a critical period for learning to speak or sign fluently.</p> <p>It is important that psychological tests are culture-fair and free from bias. Aptitude tests aim to predict how well a test-taker will perform in a given situation, so they are necessarily biased. Psychologists also consider whether tests are inappropriately biased, meaning, they predict less accurately for one group than for another.</p>	<p>Describe relevant labels related to intelligence testing.</p> <p>Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.</p> <p>Debate the appropriate testing practices, particularly in relation to culture-fair test uses.</p>
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	<p>VOCABULARY: Memory, encoding, storage, retrieval, rehearsal, imagery, mnemonics, chunking, hippocampus, recall, recognition, relearning, priming, déjà vu, repression, cognition, concept, prototype, algorithm, heuristic, insight, creativity, confirmation bias, fixation, overconfidence, intuition, framing, language, phoneme, morpheme, grammar, semantics, syntax, sensory memory, short-term memory, long-term memory, working memory, parallel processing, automatic processing, effortful processing, spacing effect, serial position effect, visual encoding, acoustic encoding, semantic encoding, imagery, mnemonics, chunking, iconic memory, echoic memory, long-term potential, flashbulb memory, amnesia, implicit memory, explicit memory, hippocampus, mood congruent memory, proactive interference, retroactive interference, misinformation effect, source amnesia, cognition, mental set, functional fixedness, representativeness heuristic, availability heuristic, belief perseverance, framing, babbling stage, one-word stage, two-word stage, telegraphic speech, linguistic determinism</p> <p>KEY TERMS: Memory, short-term memory, long-term memory, encoding, storage, retrieval, cognition, language, creativity</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice 		

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KEY LEARNING EVENTS AND INSTRUCTION:

- 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
- Students will read an article or watch a video about Elizabeth Loftus’ work about false memories and answer corresponding questions
- Students will engage in an activity to demonstrate the difference in effectiveness between visual and acoustic encoding
- Students will participate in hands on activities and watch videos illustrating concepts of thinking, problem-solving, decision-making, and creativity

SUGGESTED TIME ALLOTMENT

4 Weeks

SUPPLEMENTAL UNIT RESOURCES

American Psychological Association, www.apa.org

AP Classroom (College Board resources)

“Brain Games,” *Remember This!* (Season 1, Episode 3).

Crash Course Psychology: How We Make Memories,

<https://www.youtube.com/watch?v=bSycdIx-C48&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=14>.

Crash Course Psychology: Remembering and Forgetting,

<https://www.youtube.com/watch?v=HVWbrNls-Kw&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=15>.

Crash Course Psychology: Cognition - How Your Mind Can Amaze and Betray You,

<https://www.youtube.com/watch?v=R-sVnmmw6WY&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=16>.

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Crash Course Psychology: Language,
<https://www.youtube.com/watch?v=s9shPouRWCs&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=17>.

Crash Course Psychology: The Controversy of Intelligence,
<https://www.youtube.com/watch?v=9xTz3QjcloI&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=24>.

Crash Course Psychology: Brains vs. Bias,
<https://www.youtube.com/watch?v=75g4d5sF3xI&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=25>.

Elizabeth Loftus' TED Talk: How Reliable is your Memory?,
https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory.

Garmon, Linda, Boyd Estus, Stacy Keach, and Russ Rymer. *Secret of the Wild Child*. South Burlington, VT: WGBH Educational Foundation, 2006.

Gladwell, Malcolm, 1963-author. (2008). *Outliers: the story of success*.

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

Squire, Larry R. The Legacy of Patient H.M. for Neuroscience. *Neuron*. 2009 January 15; 61(1): 6–9. doi:10.1016/j.neuron.2008.12.023.

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Unit VI: Developmental Psychology

TRANSFER: Students will employ their comprehension of human development to scenarios in their lives, particularly in relation to adolescence.		
STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Life Span Development 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 1.2 Explain issues of continuity/discontinuity and stability/change. 1.3 Distinguish methods used to study development. 1.4 Describe the role of sensitive and critical periods in development. 1.5 Discuss issues related to the end of life. 2.1 Discuss theories of cognitive development. 2.2 Discuss theories of moral development. 2.3 Discuss theories of social development.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The major areas of emphasis in developmental psychology are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood, and is studied from several different perspectives. All these areas of emphasis and perspectives contribute to our understanding of the processes that contribute to change throughout a person’s life.	<ul style="list-style-type: none"> How do we perceive and understand ourselves?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Prenatal development begins at conception when one sperm cell unites with an egg to form a zygote. The zygote’s inner cells become the embryo and by 9 weeks, the fetus is formed. Teratogens are potentially harmful agents that can harm the developing embryo or fetus.	Explain the process of conception and gestation, including factors that influence successful pre-natal development.

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<p>3.1 Describe physical development from conception through birth and identify influences on prenatal development.</p> <p>3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>4.1 Describe physical and motor development in infancy.</p> <p>4.2 Describe how infant perceptual abilities and intelligence develops.</p> <p>4.3 Describe the development of attachment and the role of 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>Developmental psychologists focus on three issues: nature and nurture (the interaction between genetics and experience); continuity and stages (whether development is gradual or a series of abrupt stages); and stability and change (whether our traits endure or change as we age).</p> <p>Maturation is the biological growth processes that enable orderly changes in behavior, relatively uninfluenced by experience. Maturation creates our readiness to learn certain physical skills.</p> <p>Infants form attachments because parents gratify biological needs and because they are comfortable, familiar, and responsive. Sensitive, responsive parents tend to have securely attached children, but a child's temperament also plays a role in how attachment patterns form.</p> <p>Psychologists such as Albert Bandura, Diana Baumrind, Konrad Lorenz, Harry Harlow, Mary Ainsworth, and Sigmund Freud have made important contributions to the field of social development.</p>	<p>Discuss the interaction of nature and nurture (including cultural variations) with physical development in the determination of behavior.</p> <p>Discuss the maturation of motor skills.</p> <p>Describe the influence of temperament and other social factors on attachment and appropriate socializations.</p> <p>Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.</p>
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<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>Psychologists have identified three parenting styles: authoritarian, authoritative, and permissive. Research suggests that children with high levels of self-esteem, self-reliance, and social competence usually have warm, concerned, authoritative parents.</p> <p>In Piaget’s theory of development, he proposed that children actively construct and modify their understanding of the world through processes of accommodation and assimilation and that they progress through stages in order to develop more complex ways of thinking.</p> <p>Jean Piaget and Lev Vygotsky are key researchers in the field of cognitive development and have provided important theories about how a child’s mind and thought process develops.</p> <p>Adolescence is the transition period from childhood to adulthood. Some of the social tasks and conflicts of adolescence include solidifying one’s sense of self, or one’s identity. During adolescence, parental influence decreases and peer influence increases.</p>	<p>Explain how parenting styles influence development.</p> <p>Explain the maturation of cognitive abilities according to Piaget.</p> <p>Identify the contributions of major researchers in the area of cognitive development in childhood.</p> <p>Discuss maturational challenges in adolescence, including family related conflicts.</p>
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	<p>Intimacy is the ability to form close, loving relationships with others. According to Erikson, once adolescents have developed a strong sense of identity, they are capable of developing a capacity for intimacy.</p> <p>As we enter adulthood, strength, reaction time, and sensory abilities begin to decline. Longevity supporting genes, low stress, and good health habits enable better health in later life.</p> <p>Erik Erikson is an influential theorist in the area of aging and social development. His psychosocial stages provide a framework for social development throughout the lifespan.</p> <p>Lawrence Kohlberg and Carol Gilligan have developed stage theories of moral development.</p> <p>Kohlberg proposed a stage theory of moral reasoning from a preconventional level of morality of self-interest to a postconventional morality of universal ethical principles. Others argue that morality lies in moral intuition and action as well as thinking.</p>	<p>Characterize the development of decisions related to intimacy as people mature.</p> <p>Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.</p> <p>Identify the contributions of key researchers in the area of adulthood and aging.</p> <p>Identify the contributions of major researchers in the area of moral development.</p> <p>Compare and contrast models of moral development.</p>
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	<p>Gender refers to the socially constructed roles and characteristics by which a culture defines ‘male’ and ‘female.’ Gender identity is our sense of being male or female. Socialization and culture may influence gender roles. For instance, in some societies men have more social power and are more directive, while women are more democratic and focus more on social connectedness. Additionally, sex-related genes and physiology can influence behavioral and cognitive gender differences.</p> <p>Sexual orientation is an enduring sexual attraction toward members of one’s own sex, the other sex, or both sexes. It is not an indicator of mental health and there is no evidence that environmental influences determine sexual orientation.</p>	<p>Describe how sex and gender influence socialization and other aspects of development.</p> <p>Discuss research regarding sexual orientation.</p>
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VOCABULARY:

Developmental psychology, identical twins, cross-sectional research, longitudinal research, sequential research, chromosomes, genes, zygote, embryo, fetus, age of viability, teratogens, fetal alcohol syndrome, neonate, reflexes, habituation, maturation, cognition, assimilation, accommodation, attachment, conservation, authoritarian parents, permissive parents, authoritative parents, uninvolved parents, temperament, egocentrism, metacognition, z adolescence, puberty, identify versus role confusion stage, identity, ego, menopause, genetic, Alzheimer's disease, autism, gender, aggression, X-chromosome, Y-chromosome, imprinting, testosterone, role, gender role, gender identity, gender typing, social learning theory, adolescence, puberty, menarche, intimacy, nature-nurture issue, identical twins, cross-sectional research, longitudinal research, sequential research, fetal alcohol syndrome, cognition, assimilation, accommodation, attachment, conservation, 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, egocentrism, concrete operational stage, formal operational stage, information processing, metacognition, zone of proximal development, adolescence, puberty, identify versus role confusion stage, identity, intimacy versus isolation, generativity

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	<p>versus stagnation stage, ego, integrity versus despair stage, Alzheimer’s disease, autism, gender, stranger anxiety, X- chromosome, Y-chromosome, critical period, gender role, gender identity, gender typing, social learning theory, primary sex characteristics, secondary sex characteristics, social identity, intimacy, emerging adulthood</p> <p>KEY TERMS: Developmental psychology, nature-nurture issue, cross-sectional research, longitudinal research, sequential research, cognitive development, morality, psychosocial stages, gender role, gender identity, sexual orientation, maturation, attachment, temperament, parenting styles</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will complete a survey indicating which aspects of development they think are based on biology/maturation or experience/training • Students will read peer-reviewed articles about cognitive, social, and/or moral development and discuss/answer questions 		
SUGGESTED TIME ALLOTMENT	3 Weeks	
SUPPLEMENTAL UNIT RESOURCES	American Psychological Association, www.apa.org	

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	<p>AP Classroom (College Board resources)</p> <p>Crash Course Psychology: The Growth of Knowledge, https://www.youtube.com/watch?v=8nz2dtv--ok&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=19.</p> <p>Crash Course Psychology: Monkeys and Morality, https://www.youtube.com/watch?v=YcQg1EshfIE&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=20.</p> <p>Crash Course Psychology: Adolescence, https://www.youtube.com/watch?v=PzyXGUCngoU&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=21.</p> <p>Harry Harlow: <i>Monkey Study Video</i>, www.youtube.com/watch?v=OrNBEhzjg8I.</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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Unit VII: Motivation, Emotion, and Personality

TRANSFER: Students will be able to process their emotions and better understand their own personality attributes.		
<p>STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Motivation 1.1 Explain biologically based theories of motivation. 1.2 Explain cognitively based theories of motivation. 1.3 Explain humanistic theories of motivation. 1.4 Explain the role of culture in human motivation. 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.</p> <p>Standard Area: Emotion 1.1 Explain the biological and cognitive components of emotion. 1.2 Discuss psychological research on basic human emotions.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Psychologists study what motivates us and our emotional responses to experiences in order to understand our individual differences.	<ul style="list-style-type: none"> • What motivates us to think and act the way we do?
	There are several theories that attempt to explain stress and the effects of stress on psychological and physical well-being.	<ul style="list-style-type: none"> • Why do some people respond to stress in a healthier way than others?
	Personality is the pattern of enduring characteristics that produce consistency and individuality in a given person. The study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality.	<ul style="list-style-type: none"> • How do psychologists define and study personality?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
In general, motivations arise from an internal "push," such as our instincts and drives or an external "pull," like incentives.	Identify and apply basic motivational concepts to understand the behavior of humans and other animals.	

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<p>1.3 Differentiate among theories of emotional experience.</p> <p>2.1 Explain how biological factors influence emotional interpretation and expression.</p> <p>2.2 Explain how culture and gender influence emotional interpretation and expression.</p> <p>2.3 Explain how other environmental factors influence 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>Standard Area: Personality</p> <p>1.1 Evaluate psychodynamic theories.</p> <p>1.2 Evaluate trait theories.</p> <p>1.3 Evaluate humanistic theories.</p> <p>1.4 Evaluate social–cognitive theories.</p> <p>2.1 Differentiate personality assessment techniques.</p> <p>2.2 Discuss the reliability and validity of personality assessment techniques.</p> <p>3.1 Discuss biological and situational influences.</p>	<p>The primary motivational theories are drive-reduction theory, arousal theory, evolutionary theory, Maslow’s hierarchy of needs, and cognitive dissonance theory.</p> <p>Specific motivational systems include hunger, sexual, and social motivations.</p> <p>William James, Alfred Kinsey, Abraham Maslow have made key contributions to the study of motivation. Stanley Schachter, and Hans Selye have made significant contributions to the study of emotion and stress.</p> <p>Drive-reduction theory is the idea that a physiological need creates an aroused tension state (a drive) that motivates an organism to satisfy that need. The aim of drive reduction is homeostasis, or a balanced internal state.</p> <p>The primary theories of emotion are the James-Lange Theory, the Cannon-Bard Theory, and the Schachter-Singer Two-Factor Theory.</p>	<p>Compare and contrast motivational theories, including the strengths and weaknesses of each.</p> <p>Describe classic research findings in specific motivations.</p> <p>Identify contributions of key researchers in the psychological fields of motivation and emotion.</p> <p>Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.</p> <p>Compare and contrast major theories of emotion.</p>
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<p>3.2 Discuss stability and change.</p> <p>3.3 Discuss connections to health and work.</p> <p>3.4 Discuss self-concept.</p> <p>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.</p>	<p>Research on cultural influence and emotion has suggested that while the meaning of gestures vary across cultures, facial expressions, such as those of happiness and fear, are universal. Cultures may also differ in the amount of emotion they express based on cultural display rules.</p> <p>Stress is the process by which we appraise and respond to stressors that challenge or threaten us. The stress response has been viewed as a “fight-or-flight” system; later researchers identified an additional system in which the endocrine system secretes stress hormones. Finally, the General Adaptation Syndrome is a three-phase stress response system.</p> <p>Psychologists utilize case studies, surveys, and personality inventories to study personality, traits, and characteristics.</p> <p>Key researchers in personality theory are Alfred Adler, Albert Bandura, Paul Costa, Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, and Carl Rogers.</p>	<p>Describe how cultural influences shape emotional express, including variations in body language.</p> <p>Discuss theories of stress and the effects of stress on psychological and physical well-being.</p> <p>Describe and compare research methods that psychologists use to investigate personality.</p> <p>Identify the contributions of major researchers in personality theory.</p>
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	<p>The social cognitive theory views personality as the product of the interaction between a person's traits and the situation or social context. The behavioral approach to personality believes personality development is affected by learned responses.</p> <p>The social cognitive theory views personality as the product of the interaction between a person's traits and the situation or social context. The behavioral approach to personality believes personality development is affected by learned responses.</p> <p>Humanistic theories of personality view personality with a focus on the potential for healthy personal growth.</p> <p>Individualist and collectivist cultures influence personality development in that people from individualist cultures may define their identity in terms of personal goals and attributes, while those from collectivist cultures group identifications are more important, therefore less emphasis is placed on self-concept.</p>	<p>Compare and contrast the psychoanalytic theories of personality with other theories of personality.</p> <p>Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.</p> <p>Compare and contrast humanistic theories of personality with other theories of personality.</p> <p>Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.</p>
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	<p>Trait theories see personality as a stable and enduring pattern of behavior. They describe our differences rather than trying to explain them.</p> <p>Personality inventories are questionnaires on which people respond to items designed to gauge a wide range of feelings and behaviors. Test items are empirically derived and objectively scored.</p>	<p>Compare and contrast trait theories of personality with other theories of personality.</p> <p>Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instruments.</p>
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	<p>VOCABULARY:</p> <p>Instinct, homeostasis, incentive, glucose, set point, basal metabolic rate, refractory period, estrogens, testosterone, sexual orientation, emotion, polygraph, catharsis, feel-good, stress, psychoneuroimmunology, lymphocytes, personality, id, ego, superego, free association, psychoanalysis, unconscious, identification, fixation, defense mechanism, repression, regression, rationalization, displacement, sublimation, projection, denial, projection, collective unconscious, self-actualization, unconditional positive regard, self-concept, trait, personality inventory, personal control, self, self-esteem, individualism, collectivism, Drive-reduction theory, homeostasis, hierarchy of needs, anorexia nervosa, bulimia nervosa, binge-eating disorder, sexual response cycle, refractory period, sexual orientation, emotion, James-Lange theory, Cannon-Bard theory, two-factor theory, facial feedback, catharsis, feel-good, do-good phenomenon, relative deprivation, behavioral medicine, health psychology, general adaptation syndrome, coronary heart disease, Type A, Type B, psychophysiological illness, personality, id, ego, superego, free association, psychoanalysis, unconscious, psychosexual stages, Oedipus complex, fixation, defense mechanism, rationalization, reaction formation, sublimation, projection, denial, projection, collective unconscious, projective test, Thematic Apperception Test, Rorschach Inkblot Test, terror-management, self-actualization, unconditional positive regard, self-concept, personality inventory, Minnesota Multiphasic Personality</p>	
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	<p>Inventory, empirically derived test, social-cognitive perspective, reciprocal determinism, personal control, external locus of control, internal locus of control, positive psychology, self, spotlight effect, self-esteem, self-serving bias</p> <p>KEY TERMS: Evolutionary theory, instinct, drive-reduction theory, Maslow’s hierarchy of needs, incentive theory, arousal theory, stress, general adaptation syndrome, emotion, personality, personality inventory</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will participate in learning stations to read and share information about various personality theorists • Students will apply motivational theories to their own lives and/or popular culture in a classroom activity • Students will take various personality inventories and assess the validity and reliability of each 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>4 Weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>American Psychological Association, www.apa.org</p> <p>AP Classroom (College Board resources)</p>	

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Crash Course Psychology: Feeling All the Feels,

<https://www.youtube.com/watch?v=gAMbkJk6gnE&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=26>

Crash Course Psychology: Emotion, Stress, and Health:

<https://www.youtube.com/watch?v=4KbSRXP0wik&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=27>

Crash Course Psychology: Let's Talk About Sex:

https://www.youtube.com/watch?v=Qymp_VaFo9M&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=28

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*.

TED Ed: Are there universal expressions of emotion? <https://ed.ted.com/lessons/are-there-universal-expressions-of-emotion-sophie-zadeh>

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	<p>TED Ed: How stress affects your brain. https://ed.ted.com/lessons/how-stress-affects-your-brain-madhumita-murgia</p>
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The Type Finder Personality Test Database, www.truity.com

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Unit VIII: Clinical Psychology

TRANSFER: Students will be able to classify feelings, thoughts, and behaviors that reflect characteristics of a psychological disturbance and apply treatment theories to various scenarios, their own or otherwise, when necessary.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
APA National Standards for High School Curricula Standard Area: Life Span Development 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 1.2 Explain issues of continuity/discontinuity and stability/change. 1.3 Distinguish methods used to study development. 1.4 Describe the role of sensitive and critical periods in development. 1.5 Discuss issues related to the end of life. 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.	Psychologists who study psychology disorders, as well as practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin and best method of treatment for a specific disorder.	<ul style="list-style-type: none"> How might psychological perspective inform the treatment of disorders?
	There are a variety of treatment orientations used in therapy including the following: humanistic, cognitive, behavioral, psychodynamic, cognitive-behavioral, sociocultural, and biological. These all build upon the theoretical perspectives discussed throughout the course.	<ul style="list-style-type: none"> How are psychological disorders treated?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	There is a standardized method of diagnosis set forth by the American Psychological Association (APA) in the 5th edition Diagnostic and Statistical Manual (DSM). Diagnostic classification aims to describe a disorder but also to predict its future course, imply appropriate treatment, and stimulate future research.	Recognize the use of the most recent version of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> published by the American Psychiatric Association as the primary reference for making diagnostic judgements.

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<p>3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>4.1 Describe physical and motor development in infancy.</p> <p>4.2 Describe how infant perceptual abilities and intelligence develops.</p> <p>4.3 Describe the development of attachment and the role of 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>Historically, judgements about psychological disorders were not necessarily diagnostic and often involved removing the individual from the community. Now, we have a deeper understanding of the causes behind disorders and how to define and classify them.</p> <p>Legally, people with psychological disorders must meet certain standards to be held accountable for their actions.</p> <p>Each psychological perspective has its own position on the etiology of psychological disorders. Today the biopsychosocial model and the medical model are primarily used to consider the causes of psychological disorders.</p> <p>David Rosenhan performed a study illustrating the dangers of diagnostic labeling by attaching stigma and creating preconceptions. However, labeling can be beneficial in making disorders and related symptoms easier to understand and to encourage future research.</p>	<p>Describe contemporary and historical conceptions of what constitutes psychological disorders.</p> <p>Discuss the intersection between psychology and the legal system.</p> <p>Evaluate the strengths and limitations of various approaches to explaining psychological disorders.</p> <p>Identify the positive and negative consequences of diagnostic labels.</p>
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<p>7.3 Discuss social, cultural, and emotional issues in aging.</p>	<p>Neurodevelopmental disorders are disorders that develop as we mature through childhood and adolescence. The two main ones are autism spectrum disorder and attention-deficit hyperactivity disorder. Schizophrenia spectrum disorders are serious psychological disorders that include symptoms such as hallucinations, delusions, disorganized speech and behavior, and negative symptoms.</p> <p>Bipolar and depressive disorders share symptoms of depression. Bipolar disorder also includes episodes of mania. Anxiety disorders involve symptoms of fear, worry, and discomfort. The major anxiety disorders include specific phobias, social anxiety disorder, panic disorder, agoraphobia, and generalized anxiety disorder. Obsessive-compulsive and related disorders is a category in which the basic symptoms are obsessive thoughts and compulsive behaviors that are an attempt to deal with the thoughts.</p>	<p>Discuss the major diagnostic categories, including neurodevelopmental disorders, schizophrenia spectrum, and other psychotic disorders and their corresponding symptoms.</p> <p>Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.</p>
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	<p>Trauma- and stressor-related disorders occur after exposure to stressful or traumatic experiences. Dissociative disorders include dissociative identity disorder, dissociative amnesia, and depersonalization disorder. Somatic symptom and related disorders revolve around physical symptoms that have psychological causes including conversion disorder, somatic symptom disorder, illness anxiety disorder, and factitious disorder.</p> <p>Personality disorders consist of maladaptive patterns of thinking and behaving. There are three clusters each with its own diagnostic criteria. Feeding and eating disorders include anorexia nervosa, bulimia nervosa, and binge-eating disorder.</p> <p>Psychotherapy is the treatment of psychological disorders and emotional issues by psychological means.</p> <p>Key figures with significant contributions to our understanding of psychological treatment include Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B.F. Skinner, and Joseph Wolpe.</p>	<p>Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders, and their corresponding symptoms.</p> <p>Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.</p> <p>Describe the central characteristics of psychotherapeutic intervention.</p> <p>Identify the contributions of major figures in psychological treatment.</p>
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	<p>The major treatment orientations fall under the psychoanalytic/psychodynamic, humanistic, behavioral, cognitive, cognitive-behavioral, and biological domains.</p> <p>Specific kinds of treatments include, but are not limited to, talk therapy, counseling, biomedical therapy, exposure therapy, and client-centered therapy. Psychodynamic therapy tends to work well for depression and anxiety, behavioral therapy tends to work well for phobias, OCD, and sexual dysfunctions, while cognitive-behavioral therapy tends to work well for anxiety, PTSD, and depression.</p> <p>Therapists differ in the values that influence their goals in therapy and views of progress. This may create problems if therapists and clients differ in cultural, gender, or religious perspectives.</p> <p>Preventative mental health programs attempt to change esteem-destroying behaviors and environments into nurturing environments that foster growth and resilience through cognitive training and healthy lifestyles.</p>	<p>Describe the major treatment orientations used in therapy and how those orientations influence therapeutic planning.</p> <p>Summarize the effectiveness of specific treatments used to address specific problems.</p> <p>Discuss how cultural and ethnic context influence choice and success of treatment.</p> <p>Describe prevention strategies that build resilience and promote competence.</p>
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	<p>Biological therapies include drug therapy, brain stimulation, and psychosurgery.</p> <p>The various treatment methods for psychological disorders include individual therapy, group therapy, rational-emotive therapy, the psychoanalytic/psychodynamic method, the humanistic method, the behavioral method, the cognitive method, the cognitive-behavioral method, the client-centered method, the sociocultural method, and the biopsychosocial method.</p>	<p>Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.</p> <p>Compare and contrast different treatment methods for psychological disorders.</p>
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	<p>VOCABULARY:</p> <p>Psychological disorder, medical model, DSM-5, anxiety disorders, generalized anxiety disorder, panic disorder, phobia, social anxiety disorder, agoraphobia, obsessive-compulsive disorder, posttraumatic stress disorder, mood disorders, major depressive disorder, mania, bipolar disorder, rumination, schizophrenia, psychosis, delusions, hallucination, somatic symptom disorder, conversion disorder, illness anxiety disorder, dissociative disorders, dissociative identity disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder, personality disorders, antisocial personality disorder, psychotherapy, biomedical therapy, eclectic approach, psychoanalysis, resistance, interpretation, transference, psychodynamic therapy, insight therapies, client-centered therapy, active listening, unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure therapy, token economy, cognitive therapy, rational-emotive behavior therapy, cognitive-behavioral therapy, group therapy, family therapy, regression toward the mean, meta-analysis, evidence-based practices, therapeutic alliance, resilience, psychopharmacology, antipsychotic drugs, antianxiety drugs, antidepressant drugs, electroconvulsive therapy, repetitive transcranial magnetic stimulation, psychosurgery, lobotomy</p>	
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	<p>KEY TERMS: Psychological disorder, DSM-5, psychotherapy, biomedical therapy</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will apply diagnostic criteria of psychological disorders to fictional scenarios • Students will engage in a jigsaw or gallery walk activity to explore the different therapeutic options in treating psychological disorders 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>4 Weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>American Psychological Association, www.apa.org</p> <p>AP Classroom (College Board resources)</p> <p>Crash Course Psychology: Getting Help, https://www.youtube.com/watch?v=6nEL44QkL9w&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=36.</p> <p>Crash Course Psychology: Biomedical Treatments, https://www.youtube.com/watch?v=w2efaHgJ93A&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=37.</p> <p>Crash Course Psychology: Trauma and Addiction,</p>	

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<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: 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 Depressive and Bipolar Disorders,

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

Crash Course Psychology: Eating and Body Dysmorphic Disorders,

<https://www.youtube.com/watch?v=eMVyZ6Ax-74&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&index=34>.

Crash Course Psychology: Personality Disorders,

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

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	<p>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research.</i></p> <p>Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i>, 179, 250-258.</p>
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Unit IX: Social Psychology

TRANSFER: Students will be able to analyze and assess their behaviors and the behaviors of those around them in terms of social influences.		
STANDARDS / GOALS: APA National Standards for High School Curricula Standard Area: Personality 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.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Social psychology is the study of how other people and groups influence behavior and mental processes, as well as how behavior and mental processes influence our experiences in social situations.	<ul style="list-style-type: none"> • What is social psychology?
	Social psychology involves the study of how our perceptions impact how we interact with others, how others interact with us, and how we draw conclusions from said interactions.	<ul style="list-style-type: none"> • How does the bias of a researcher affect their conclusions?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The fundamental attribution error is when we underestimate the influence of the situation and overestimate the effects of personality when explaining someone else’s behavior. When explaining our own behavior, we more readily attribute it to the influence of the situation.	Apply attribution theory to explain motives.

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	<p>Cultural norms are sets of accepted and expected behaviors. Individualist and collectivist cultures emphasize either individual wants, needs, and accomplishments or those of the group.</p> <p>A self-fulfilling prophecy is a belief that leads to its own fulfillment.</p> <p>Leon Festinger developed cognitive dissonance theory that suggests that in order to reduce discomfort when our attitudes and actions conflict, we change our attitudes to reduce the dissonance.</p> <p>There are two routes to persuasion according to the Elaboration Likelihood Model: the peripheral route and the central route. Cognitive dissonance theory suggests that in order to reduce discomfort when our attitudes and actions conflict, we change our attitudes to reduce the dissonance.</p> <p>Solomon Asch, Stanley Milgram, and Philip Zimbardo conducted influential experiments in the areas of conformity (Asch), obedience (Milgram), and compliance and social roles (Zimbardo).</p>	<p>Articulate the impact of social and cultural categories on self-concept and relations with others.</p> <p>Anticipate the impact of self-fulfilling prophecy on behavior.</p> <p>Identify important figures and research in the areas of attitude formation and change.</p> <p>Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.</p>
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	<p>The expectations of others may influence us to: conform or adjust our behavior and thinking to that of the group; obey or follow the orders of authority figures; or engage in groupthink where harmony is valued over critical thinking.</p> <p>The bystander effect is the tendency for an individual to be less likely to provide assistance if there are other people present due to a diffusion of responsibility. Social facilitation is increased performance in the presence of others. Social loafing is the reduced productivity in the presence of others due to a diffusion of responsibility. Deindividuation is when the presence of others leads to a feeling of arousal and anonymity, and we experience a loss of self-restraint. Group polarization is when group discussions strengthen the prevailing beliefs of the group.</p>	<p>Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.</p> <p>Predict the impact of the presence of others on individual behavior.</p>
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	<p>In-group/out-group bias is the tendency to favor one's own group. Stereotypes are generalized beliefs about groups of people. Prejudice is an unjustifiable, usually negative attitude toward a group and its members. Discrimination is unjustifiable negative behavior toward a group and its members. The just-world phenomenon is the idea that people often believe that the world is just, and people get what they deserve. Scapegoat theory is the theory that prejudice offers an outlet for anger by providing someone to blame.</p> <p>Aggression is influenced by biology (genetics, neural activity, and biochemical influences) and the interaction of biology with experience. Frustration and observing aggressive role models may also contribute to aggression. Altruism is the unselfish regard for the welfare of others.</p> <p>Proximity, physical attractiveness, and similarity contribute to attraction and liking.</p>	<p>Describe the processes that contribute to differential treatment of group members.</p> <p>Describe the variables that contribute to altruism and aggression.</p> <p>Describe the variables that contribute to attraction.</p>
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	<p>VOCABULARY: Attitude, role, deindividuation, groupthink, culture, norm, personal space, prejudice, stereotype, discrimination, ingroup, outgroup, ingroup bias, aggression, compassionate love, equity, self-disclosure, altruism</p> <p>KEY TERMS: Social psychology, attribution theory, fundamental attribution error, central route persuasion, peripheral route persuasion, foot-in-the-door phenomenon, cognitive dissonance theory, normative social influence, informational social influence, social facilitation, social loafing, group polarization, groupthink, ingroup, outgroup, ingroup bias, scapegoat theory, other-race effect, just-world phenomenon, aggression, frustration-aggression principle, mere-exposure effect, passionate love, compassionate love, equity, self-disclosure, altruism, bystander effect, social exchange theory, reciprocity norm, social-responsibility norm</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • College Board style free-response questions and multiple-choice questions on tests, quizzes, and classroom practice <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will complete various inventories (about concepts such as aggression and attribution) and engage in class discussion/debriefing • Students will watch consumer commercials and/or political speeches to evaluate the type of persuasion or attitude change strategy being used 		

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SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>American Psychological Association, www.apa.org</p> <p>AP Classroom (College Board resources)</p> <p>Biography.com “Kitty Genovese” https://www.biography.com/crime-figure/kitty-genovese</p> <p>Brain Games: <i>Peer Pressure</i> (Season 5, Episode 8).</p> <p>Crash Course Psychology: Social Thinking: https://www.youtube.com/watch?v=h6HLDV0T5Q8&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=38</p> <p>Crash Course Psychology: Social Influence, https://www.youtube.com/watch?v=UGxGDdQnC1Y&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=39</p> <p>Crash Course Psychology: Prejudice and Discrimination, https://www.youtube.com/watch?v=7P0iP2Zm6a4&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=40</p> <p>Crash Course Psychology: Aggression vs. Altruism, https://www.youtube.com/watch?v=XoTx7Rt4dig&list=PL8dPuuaLjXtOPRKzVLY0jJY-uHOH9KVU6&index=41</p> <p>Hock, Roger R. <i>Forty Studies that Changed Psychology: Exploration into the History of Psychological Research.</i></p>

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	<p>Phillip Zimbardo: Stanford Prison Experiment Video.</p> <p>Solomon Asch: Conformity Experiment Video</p> <p>Stanley Milgram: Milgram Experiment Video</p>
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