



ESL
SCIENCE
BUSINESS
BILINGUAL
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MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Social Studies

Course: AP Psychology

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Spector, Program Supervisor of Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Tina Scheitrum

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
AP Psychology
Grades 11-12

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Advanced Placement Psychology: Grades 11-12

PACING GUIDE

| Unit | Title | Pacing |
|-------------|--------------------------------------|---------------|
| 0 | Scientific Foundations of Psychology | 14 classes |
| 1 - 1 | Biological Bases of Behavior | 18 classes |
| 1 - 2 | Sensation and Perception | 10 classes |
| 2 | Cognition | 22 classes |
| 3 -1 | Development | 12 classes |
| 3 - 2 | Learning | 11 classes |
| 4 - 1 | Social Psychology | 12 classes |
| 4 - 2 | Personality | 15 classes |
| 5 | Mental and Physical Health | 21 classes |

ACCOMMODATIONS

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| <ul style="list-style-type: none"> • 504 Accommodations: • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. | <ul style="list-style-type: none"> • IEP Accommodations: • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule. |
| <ul style="list-style-type: none"> • Gifted and Talented Accommodations: • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. | <ul style="list-style-type: none"> • ELL Accommodations: • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes. • Provide written and oral instructions. |

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| | <ul style="list-style-type: none">• Differentiate reading levels of texts (e.g., Newsela).• Shorten assignments.• Read directions aloud to student.• Give oral clues or prompts.• Record or type assignments.• Adapt worksheets/packets.• Create alternate assignments.• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.• Allow student to resubmit assignments.• Use small group instruction.• Simplify language.• Provide scaffolded vocabulary and vocabulary lists.• Demonstrate concepts possibly through the use of visuals.• Use manipulatives.• Emphasize critical information by highlighting it for the student.• Use graphic organizers.• Pre-teach or pre-view vocabulary.• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.• Provide audio versions of the textbooks.• Highlight textbooks/study guides.• Use supplementary materials.• Give assistance in note taking• Use adapted/modified textbooks.• Allow use of computer/word processor.• Allow student to answer orally, give extended time (time-and-a-half).• Allow tests to be given in a separate location (with the ESL teacher).• Allow additional time to complete assignments and/or assessments.• Read question to student to clarify.• Provide a definition or synonym for words on a test that do not impact the validity of the exam.• Modify the format of assessments.• Shorten test length or require only selected test items.• Create alternative assessments.• On an exam other than a spelling test, don't take points off for spelling errors. |
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UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 0: Scientific Foundations of Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students are introduced to research methods and designs that will help them learn how to avoid ethical misconduct and design flaws. Students will learn to differentiate between research designs, identify the advantages and disadvantages of each, and determine why one research method should be used over another. Students will also learn which research methods and modes of questioning are appropriate for different fields of psychology, as well as how to use appropriate descriptive statistics when presenting their data.

Approximate Length of Unit: 14 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Scientific Inquiry and Research Methods

CONTENT STANDARD 1 - The nature of psychological science

Students are able to (learning targets):

- 1.1. Define psychology as a discipline and identify its goals as a science
- 1.2. Differentiate scientific and non-scientific approaches to knowledge
- 1.3. Explain the value of both basic and applied psychological research with human and nonhuman animals
- 1.4. Identify careers individuals can pursue in psychological science
- 1.5. Identify ways individuals can use psychological science in any career

CONTENT STANDARD 2 - Research methods and measurements used to study behavior and mental processes

Students are able to (learning targets):

- 2.1. Describe research methods psychological scientists use
- 2.2. Compare and contrast quantitative and qualitative research methods used by psychological scientists
- 2.3. Describe the importance of representative samples in psychological research and the need for replication
- 2.4. Explain how and why psychologists use non-human animals in research
- 2.5. Explain the meaning of validity and reliability of observations and measurements

CONTENT STANDARD 3 Ethical issues in research with human and non-human animals

Students are able to (learning targets):

- 3.1. Identify ethical requirements for research with human participants and non-human animals
- 3.2. Explain why researchers need to adhere to an ethics review process

CONTENT STANDARD 4 Basic concepts of data analysis

Students are able to (learning targets):

- 4.1. Define descriptive statistics and explain how they are used by psychological scientists
- 4.2. Draw appropriate conclusions from correlational and experimental designs
- 4.3. Interpret visual representations of data

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

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

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable
- B. Represent data with plots on the real number line (dot plots, histograms, and box plots).
- C. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- D. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- E. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions

- F. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
 - A. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 - B. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Each type of research study has strengths and weaknesses.
- There are 7 psychological theoretical perspectives.
- It is important to identify the different variables within an experiment.
- Achieving high reliability and validity are key in accepting the results of a study.
- There are ethical and legal guidelines that need to be followed when conducting a study.

Unit Essential Questions:

- What are different types of research studies including their strengths/weaknesses?
- What are the different domains/perspectives of psychology?
- How do you identify the independent, dependent, confounding, and control variables in experimental designs?
- How can studies achieve good reliability and validity?
- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?

Knowledge and Skills:

Students will know...

- Philosophical and physiological perspectives shaped the development of psychological thought
- Strengths and limitations of applying theories to explain behavior
- Types of research with regard to purpose, strengths, and weaknesses
- Value of reliance on operational definitions and measurement in behavioral research
- Purposes of descriptive statistics and inferential statistics
- How ethical issues inform and constrain research practices
- How ethical and legal guidelines protect research participants and promote sound ethical practice

Students will be able to...

- Describe and compare different theoretical approaches in explaining behavior
- Distinguish between the different domains/perspectives of psychology
- Identify independent, dependent, confounding, and control variables in experimental designs
- Describe how research design drives the reasonable conclusions that can be drawn
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys
- Predict the validity of behavioral explanations based on the quality of research design
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice
- Projects/Presentations

RESOURCES

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speakers

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 1 - 1: Biological Bases of Behavior

Target Course/Grade Level: 11-12

Unit Summary: This unit focuses on blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes. Students will learn how biological and anatomical structures play an active role in an individual's mental and behavioral development.

Approximate Length of Unit: 15 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Biological Bases of Behavior

CONTENT STANDARD - 1 Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.2. Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 1.4. Explain the importance of plasticity of the nervous system
- 1.5. Describe the function of the endocrine glands and their interaction with the nervous system
- 1.6. Identify methods and tools used to study the nervous system

CONTENT STANDARD 2 - The interaction between biological factors and experiences

Students are able to (learning targets):

- 2.1. Describe concepts in behavioral genetics and epigenetics
- 2.2. Describe the interactive effects of heredity and environment
- 2.3. Explain general principles of evolutionary psychology

STANDARD AREA: Consciousness

CONTENT STANDARD 1 - The different states and levels of consciousness

Students are able to (learning targets):

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

- 1.3. Identify the effects of meditation, mindfulness, and relaxation
- 1.4. Describe characteristics of and current conceptions about hypnosis

CONTENT STANDARD 2 - Characteristics and functions of sleep and theories that explain why we sleep and dream

Students are able to (learning targets):

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

CONTENT STANDARD 3 - Categories of psychoactive drugs and their effects

Students are able to (learning targets):

- 3.1. Characterize the major categories of psychoactive drugs and their effects
- 3.2. Describe how psychoactive drugs work in the brain
- 3.3. Describe the physiological and psychological effects of psychoactive drugs

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HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

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A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions

- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Both heredity and environment play an important role in our behaviors.
- Neural communication is a key contributor to various body and brain functions.
- Each part of the brain has its own specific function for our physical and psychological processes.
- Drugs mimic neurotransmitters affecting the natural neural communication process.

Unit Essential Questions:

- How do neurons communicate with each other?
- What are the different parts of the brain and their functions?
- How do drugs affect the brain?
- How does drug dependence and addiction happen?
- What are the different states of consciousness and sleep stages?
- How can biology influence our behavior and mental processes?
- What happens when a particular neurotransmitter is absent from the body?
- How do biological and environmental factors interact to influence our behaviors and mental processes?

Knowledge and Skills:

Students will know...

- How heredity, environment, and evolution work together to shape behavior
- Key research contributions of scientists in the area of heredity and environment (AAH) (AAPI)
- Effects of the endocrine system on behavior
- The influence of drugs on neurotransmitters
- Contributions of key researchers to the study of the brain (AAH) (AAPI)
- Historic and contemporary research strategies and technologies that support research
- The role of neuroplasticity in traumatic brain injury and key contributors
- States of consciousness and their impact on behavior
- Key contributions in consciousness research
- Aspects of sleep and dreaming

Students will be able to...

- Describe the nervous system and its subdivisions and functions
- Explain how the structures and functions of typical neurons in the central nervous system affect behavior and mental processes.

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron
- Identify the basic process of transmission of a signal between neurons
- Explain how the basic process of neural transmission is related to behavior and mental processes
- Describe the nervous system and its subdivisions and functions in the brain
- Explain how the structures and functions of the brain apply to behavior and mental processes
- Explain how the sleep/wake cycle affects behavior and mental processes throughout the day and night
- Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects
- Identify drug dependence, addiction, tolerance, and withdrawal

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice

RESOURCES

- Projects/Presentations

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speakers
- Brain Model

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 1 - 2: Sensation and Perception

Target Course/Grade Level: 11-12

Unit Summary: This unit builds on the progress toward understanding the brain, sensory organs, and central nervous system highlights the physiological processes involved in an individual's perception of their surroundings. Students will be able to describe examples of anatomical structures, physiological processes, and psychological concepts related to sensation and perception. Students will also increase their understanding of scientific investigation, furthering their understanding of the physiological process of energy transduction as it relates to chemical senses.

Approximate Length of Unit: 9 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Sensation

CONTENT STANDARD 1 - The functions of sensory systems

Students are able to (learning targets):

- 1.1. Explain the process of sensory transduction
- 1.2. Explain the basic concepts of psychophysics such as threshold and adaptation

CONTENT STANDARD 2 - The capabilities and limitations of sensory processes

Students are able to (learning targets):

- 2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
- 2.2. Describe the visual sensory system
- 2.3. Describe the auditory sensory system
- 2.4. Describe chemical and tactile sensory systems

STANDARD AREA: Perception

CONTENT STANDARD 1 - The process of perception

Students are able to (learning targets):

- 1.1. Describe principles of perception
- 1.2. Explain the concepts of bottom-up and top-down processing

CONTENT STANDARD 2 - The interaction between the person and the environment in determining perception

Students are able to (learning targets):

- 2.1. Explain Gestalt principles of perception
- 2.2. Describe binocular and monocular depth cues
- 2.3. Describe perceptual constancies
- 2.4. Describe the nature of attention
- 2.5. Explain how diverse experiences and expectations influence perception

New Jersey Student Learning Standards: Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

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

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Using input from our senses, we perceive, process, and interpret information about the environment around us.
- Our perceptions based on sensory information, influence how we think and behave.
- Sensation and perception provide a bridge between the biological and cognitive perspectives.

Unit Essential Questions:

- How do we process the information we receive from our environment?
- How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

Knowledge and Skills:

Students will know...

- Research contributions of major historical figures in sensation and perception (AAH) (AAPJ)
- Basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation
- How experience and culture can influence perceptual processes
- How sensory systems and perception relate to behavior and mental processes
- Common sensory conditions

Students will be able to...

- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world
- Explain the role of attention in behavior
- Explain how the structures and functions of the visual sensory system relate to behavior and mental processes.
- Identify how visual perceptual processes produce correct or incorrect interpretations of stimuli.
- Describe the role of top-down processing in producing vulnerability to illusion
- Explain how the structures and functions of the auditory sensory system relate to behavior and mental processes.
- Explain how the structures and functions of the chemical sensory systems relate to behavior and mental processes.
- Explain how the structures and functions of the touch sensory system relate to behavior and mental processes.
- Explain how the structures and functions of the pain sensory system relate to behavior and mental processes.
- Explain how the structures and functions that maintain balance (vestibular) and body movement (kinesthetic) relate to behavior and mental processes.
- Discuss how internal and external factors influence perception.

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice
- Projects/Presentations

RESOURCES

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speakers

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 2: Cognition

Target Course/Grade Level: 11-12

Unit Summary: Cognition, which covers both memory processes and individual differences in intelligence, plays a major role in psychology. This unit emphasizes the memory processes of encoding, storing, and retrieving information from the brain, as well as the acquisition of language.

Approximate Length of Unit: 22 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Cognition

CONTENT STANDARD 1 - Fundamental processes of thinking and problem solving

Students are able to (learning targets):

- 1.1. Describe cognitive processes related to concept formation
- 1.2. Explain processes involved in problem solving and decision making

CONTENT STANDARD 2 - Effective thinking processes

Students are able to (learning targets):

- 2.1. Describe obstacles to effective information processing and decision making
- 2.2. Describe convergent and divergent thinking in problem solving and decision making

STANDARD AREA: Memory

CONTENT STANDARD 1 - Processes of memory

Students are able to (learning targets):

- 1.1. Explain the processes of encoding, storage, and retrieval
- 1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)
- 1.3. Differentiate types of memory (i.e., implicit and explicit)

CONTENT STANDARD 2 - Factors influencing memory

Students are able to (learning targets):

- 2.1. Explain strategies for improving the encoding, storage, and retrieval of memories
- 2.2. Describe memory as a reconstructive process
- 2.3. Explain kinds of forgetting or memory failures
- 2.4. Identify disorders that impact the function of memory

STANDARD AREA: Intelligence

CONTENT STANDARD 1 - Perspectives on intelligence

Students are able to (learning targets):

- 1.1. Explain intelligence as a construct
- 1.2. Describe various conceptualizations of intelligence
- 1.3. Describe the effects of differences in intelligence on everyday functioning

CONTENT STANDARD 2 -Assessment of intelligence

Students are able to (learning targets):

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

CONTENT STANDARD 3 - Issues in intelligence

Students are able to (learning targets):

- 3.1. Explain the complexities of interpreting scores on intelligence tests
- 3.2. Describe the influences of biological, cultural, and environmental factors on intelligence

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

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B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Cognitive psychologists focus their research on the complex nature of the brain, particularly the areas of memory processes and intelligence and the influence of mental processes on behavior.
- Understanding cognitive processes gives insight into how we make sense of and perceive the world.
- Cognitive processes can fail despite (or because of) the complexity of our biological structures.
- There are various types of intelligence which may account for individual differences.

Unit Essential Questions:

- What roles do memory and thinking play in our behaviors?
- In what ways can our cognitives processes fail?
- What are some problem solving strategies and the benefits and drawbacks of each?
- What is intelligence and how can we study it to understand it?

Knowledge and Skills:

Students will know...

- Contributions of key researchers in cognitive psychology (AAH) (AAPI)
- Principles that underlie construction and encoding of memories
- Principles that underlie effective storage of memories
- Characteristics of creative thought and creative thinkers
- Characteristics of how psychologists measure intelligence
- How culture influences the definition of intelligence

Students will be able to...

- Compare and contrast various cognitive processes
- Explain how the types, structures, and processes of memory work.
- Describe and differentiate psychological and physiological systems of memory
- Explain how different encoding processes work to get information into memory
- Explain how memory retrieval processes get information out of memory
- Describe strategies for memory improvement
- Explain possible reasons why memory failure or errors may occur.
- Describe and differentiate psychological and physiological systems of short- and long-term memory
- Explain how memory storage processes retain information in memory.
- Identify problem-solving strategies as well as factors that influence their effectiveness
- Identify problem-solving strategies as well as factors that create bias and errors in thinking
- Explain how psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making.
- Compare and contrast historic and contemporary theories of intelligence

- Explain how intelligence is measured.
- Discuss how systemic issues relate to the quantitative and qualitative uses of intelligence assessments.
(AAH) (AAPI)
- Explain how academic achievement is measured and experienced as compared to intelligence.

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
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- AAQ and EBQ Practice
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RESOURCES

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources

- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speakers

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 3 - 1: Developmental Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students will pull together aspects of physiological, cognitive, and psychological development to understand how behavior and mental processes change over the course of a person's life. This includes the role of adolescent development and the decline of adults as they age. Students will reinforce biological, cognitive, and cultural perspectives while discussing theories of stage development and continuous development.

Approximate Length of Unit: 12 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: LifeSpan Development

CONTENT STANDARD 1 - Methods and issues in lifespan development

Students are able to (learning targets):

- 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

CONTENT STANDARD 2 - Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

Students are able to (learning targets):

- 2.1. Identify key features of physical development from prenatal through older adulthood
- 2.2. Identify key features of cognitive development from prenatal through older adulthood
- 2.3. Identify key features of social development from prenatal through older adulthood

STANDARD AREA: Multiculturalism and Gender

CONTENT STANDARD 1 - Psychological constructs of culture

Students are able to (learning targets):

- 1.1. Define culture and describe its role in individual and group characteristics
- 1.2. Describe the relationship between culture and conceptions of self and identity development
- 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and

discrimination (AAH) (AAPI)

1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity (AAH) (AAPI)

CONTENT STANDARD 2 - Psychological constructs of gender and sexual orientation (LGBTQ/D)

Students are able to (learning targets):

- 2.1. Compare and contrast sex, gender identity, and sexual orientation
- 2.2. Describe diversity of gender identity and sexual orientation
- 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

STANDARD AREA: Language

CONTENT STANDARD 1 - Structural features and development of language

Students are able to (learning targets):

- 1.1. Describe the structure of language from the level of speech sounds to communication of meaning
- 1.2. Describe the relationship between language and cognition
- 1.3. Explain the language acquisition process and theories

CONTENT STANDARD 2 -Language and the brain

Students are able to (learning targets):

- 2.1. Identify the brain structures associated with language
- 2.2. Explain how damage to the brain may affect language

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

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6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)

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6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

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Career Readiness, Life Literacies, and Key Skills:

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9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

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HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

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Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable
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 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions

- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
 3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Sex and gender influence socialization and other aspects of development. (LGBTQ/D)
- Major areas of emphasis include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.
- Developmental psychology examines the processes that contribute to behavioral change throughout a person's life.
- Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes.
- Development can be studied from several different perspectives, including biological or cognitive perspectives.

Unit Essential Questions:

- How do we perceive and understand ourselves in terms of developmental stages?
- What are the different theories of development?
- How can parenting styles influence development?
- How does language develop?

Knowledge and Skills:

Students will know...

- Process of conception and gestation, including factors that influence successful prenatal development
- Contributions of major researchers in developmental psychology in the area of social and cognitive development in childhood (AAH) (AAPI)
- How parenting styles influence development
- Contributions of key researchers in the area of adulthood and aging (AAH) (AAPI)
- Basic steps for language development and that there is a critical period for the development of language

Students will be able to...

- Describe ways cross-sectional and longitudinal research design methods used in developmental psychology inform understanding about behavior and mental processes.
- Explain how physical development before birth applies to behavior and mental processes.
- Explain how physical development in infancy and childhood apply to behavior and mental processes.

- Explain how physical development in adolescence applies to behavior and mental processes.
- Explain how physical development in adulthood applies to behavior and mental processes.
- Identify how enduring themes inform developmental psychology.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization
- Explain how theories of cognitive development apply to behavior and mental processes.
- Explain how social development relates to behavior and mental processes.
- Identify the maturation of cognitive abilities (Piaget's stages, Information process)
- Characterize the development of decisions related to intimacy as people mature
- Describe how sex and gender influence socialization and other aspects of development (LGBTQ/D)
- Explain how key components of language and communication apply to behavior and mental processes.
- Describe how language develops in humans.

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice
- Projects/Presentations

RESOURCES

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speakers



UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 3 - 2: Learning

Target Course/Grade Level: 11-12

Unit Summary: This unit integrates knowledge about physiological processes and psychological concepts from Units 1-1 and 1-2 within the context of learning processes. Major learning theories are introduced, as well as the experiments that were conducted to refine these theories.

Approximate Length of Unit: 11 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Learning

CONTENT STANDARD 1 - Classical Conditioning

Students are able to (learning targets):

- 1.1. Describe the processes of classical conditioning
- 1.2. Describe clinical and experimental examples of classical conditioning

CONTENT STANDARD 2 - Operant Conditioning

Students are able to (learning targets):

- 2.1. Describe the processes of operant conditioning
- 2.2. Describe clinical and experimental examples of operant conditioning

CONTENT STANDARD 3 - Observational learning, social learning theory, and mental processes in learning

Students are able to (learning targets):

- 3.1. Describe observational learning and social learning theory
- 3.2. Describe the role of mental processes in learning

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

(HG)

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards: Science

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

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
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Making Inferences and Justifying Conclusions

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Learning requires both physiological and psychological processes to work together.
- Some psychological theories focus on observable behaviors and how those behaviors can be changed or reinforced.
- Some psychological theories study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

Unit Essential Questions:

- How do we learn?
- How do our experiences influence our behaviors and mental processes?

Knowledge and Skills:

Students will know...

- Contributions of key researchers in the psychology of learning (AAH) (AAPJ)
- How biological constraints create learning predispositions
- Differences between principles of classical conditioning, operant conditioning, and observational learning
- How behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems

Students will be able to...

- Interpret graphs that exhibit the results of learning experiments
- Explain how classical conditioning applies to behavior and mental processes.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness
- Explain how operant conditioning applies to behavior and mental processes.

- Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning
- Explain how social learning applies to behavior and mental processes.
- Explain how cognitive factors in learning apply to behavior and mental processes.
- Describe the essential characteristics of insight learning, latent learning, and social learning with specific study examples

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
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Equipment Needed:

- ChromeBooks
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- Speaker

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 4 - 1: Social Psychology

Target Course/Grade Level: 11-12

Unit Summary: Students will be able to describe and explain behavior and mental processes within the context of social psychological theories. Students will understand the history of social psychology is filled with studies that are no longer considered ethical and be able to identify the unethical practices.

Approximate Length of Unit: 12 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Social

CONTENT STANDARD 1 - Social cognition

Students are able to (learning targets):

- 1.1. Describe attributional explanations of behavior
- 1.2. Explain how experiences shape attitudes and beliefs
- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others

CONTENT STANDARD 2 - Social influence

Students are able to (learning targets):

- 2.1. Explain how the presence of other people can affect behavior
- 2.2. Describe how intergroup dynamics influence behavior
- 2.3. Explain how persuasive methods affect behavior and beliefs
- 2.4. Identify factors influencing attraction and relationships
- 2.5. Identify factors influencing aggression and conflict
- 2.6. Identify factors influencing altruism and helping behaviors

STANDARD AREA: Multiculturalism and Gender

CONTENT STANDARD 1 - Psychological constructs of culture

Students are able to (learning targets):

- 1.1. Define culture and describe its role in individual and group characteristics
- 1.2. Describe the relationship between culture and conceptions of self and identity development
- 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination (AAH, AAPI)
- 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity (AAH, AAPI)

CONTENT STANDARD 2 - Psychological constructs of gender and sexual orientation (LGBTQ/D)

Students are able to (learning targets):

- 2.1. Compare and contrast sex, gender identity, and sexual orientation
- 2.2. Describe diversity of gender identity and sexual orientation
- 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

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HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

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Making Inferences and Justifying Conclusions

- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- 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. (AAH) (AAPI) (HG) (LGBTQ/D)
- Our perceptions of social situations impact how we interact with others and how others interact with us.

- Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

Unit Essential Questions:

- How does the bias of a researcher affect their conclusions?
- How can social and cultural factors impact self-concept and interactions with others? (AAH) (AAPI) (LGBTQ/D)
- What is the correlation between cognitions, emotions, and behavior?
- What are some major issues with popular studies about obedience, compliance, and conformity?
- How can others influence your behaviors, attitudes, or beliefs?

Knowledge and Skills:

Students will know...

- The impact of social and cultural categories on self-concept and relations with others
- The potential impact of self-fulfilling prophecy on behavior
- Important figures and research in the areas of attitude formation and change (AAH) (AAPI)
- Contributions of key researchers in the areas of conformity, compliance, and obedience (AAH) (AAPI)
- Variables that contribute to altruism and aggression
- Variables that contribute to attraction

Students will be able to...

- Describe how attribution theory applies to behavior and mental processes.
- Explain how locus of control (internal and external) applies to behavior and mental processes.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance (AAH) (AAPI) (HG) (LGBTQ/D)
- Explain how person perception applies to behavior and mental processes.
- Explain how individuals respond to social situations and expectations of others, including groupthink, conformity, and obedience to authority (AAH) (AAPI) (HG) (LGBTQ/D)
- Discuss how being in a group can affect an individual's behavior and mental processes.
- Predict the impact of the presence of others on individual behavior
- Describe processes that contribute to differential treatment of group members
- Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination.
- Explain how belief perseverance and cognitive dissonance apply to attitude formation and change.

EVIDENCE OF LEARNING

- Identify how prosocial behavior affects behavior and mental processes.

Assessment:

- End of Unit Assessment

- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

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- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice
- Projects/Presentations

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| RESOURCES |
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Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speaker

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 4 - 2: Personality

Target Course/Grade Level: 11-12

Unit Summary: This unit focuses on individual differences in various aspects of personality, motivation, and emotion. Students will learn how to identify and explain how biological structures and physiological processes help explain behavior or mental processes in relation to motivation, emotion, and personality. In addition, students will gain experience evaluating the strengths and weaknesses of psychological theories and perspectives relating to motivation and emotion. Students will also be able to identify theories and perspectives about personality, describe their strengths and weaknesses, and explain how they apply to behavior and mental processes.

Approximate Length of Unit: 15 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Personality

CONTENT STANDARD 1 - Empirical approaches to studying and understanding personality

Students are able to (learning targets):

- 1.1. Explain how biological and environmental factors interact to influence personality
- 1.2. Explain social-cognitive approaches to understanding personality
- 1.3. Explain trait-based approaches to understanding personality
- 1.4. Describe methods used to study personality scientifically
- 1.5. Define self-concept

CONTENT STANDARD 2 - Assessment of personality

Students are able to (learning targets):

- 2.1. Differentiate personality assessment techniques
- 2.2. Describe the reliability and validity of personality assessment techniques
- 2.3. Analyze how personality researchers address issues of stability and change

STANDARD AREA: Motivation and Emotion

CONTENT STANDARD 1 - Influences of motivation

Students are able to (learning targets):

- 1.1. Explain biological, cognitive, and social factors that influence motivation
- 1.2. Explain the role of culture in human motivation

CONTENT STANDARD 2 - Domains of motivated behavior in humans

Students are able to (learning targets):

- 2.1. Identify factors in motivation that influence eating and sexual behaviors
- 2.2. Identify motivational factors that influence achievement and affiliation

CONTENT STANDARD 3 - Perspectives on emotion

Students are able to (learning targets):

- 3.1. Explain the biological and cognitive components of emotion
- 3.2. Describe the psychological research on basic human emotions
- 3.3. Differentiate among theories of emotion

CONTENT STANDARD 4 - Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

- 4.1. Explain how biological factors influence emotional interpretation and expression
- 4.2. Explain how culture and gender influence emotional interpretation and expression
- 4.3. Explain how other environmental factors influence emotional interpretation and expression

CONTENT STANDARD 5 - Domains of emotional behavior

Students are able to (learning targets):

- 5.1. Identify biological and environmental influences on the expression and experience of negative emotions
- 5.2. Identify biological and environmental influences on the expression and experience of positive emotions

New Jersey Student Learning Standards: Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

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6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. (AAH, AAPI, HG, LGBTQ/D)

6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. (HG)

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. (AAH, AAPI, HG, LGBTQ/D)

Career Readiness, Life Literacies, and Key Skills:

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Science

- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Math

Interpreting Categorical and Quantitative Data

- A. Summarize, represent, and interpret data on a single count or measurement variable
 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Making Inferences and Justifying Conclusions

- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- .9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Psychologists have differing views on motivation and personality based on different psychological perspectives.
- Some theories focus on what motivates us and/or our emotional responses to experiences to understand our individual differences.
- Some theories focus on personality, including why different personalities exist, how they are developed, and if and how they change.
- The study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality.

Unit Essential Questions:

- What motivates us to think and act the way we do?
- What is the correlation between behaviors, cognitions, and emotions?
- What are the major theories of personality?

Knowledge and Skills:

Students will know...

- Contributions of key researchers in the psychological field of motivation and emotion (AAH) (AAPI)
- Biological underpinnings of motivation, including needs, drives, and homeostasis
- Contributions of major researchers in personality theory (AAH) (AAPI)
- How cultural context can facilitate or constrain personality development, especially as it relates to self-concept (LGBTQ/D)

Students will be able to...

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals
- Explain how theories about motivation apply to behavior and mental processes.
- Compare and contrast motivational theories, including the strengths and weaknesses of each
- Explain how eating and belongingness motivate behavior and mental processes.

- Explain how theories of emotion apply to behavior and mental processes.
- Discuss how social norms and experiences influence the expression of emotions.
- Describe and compare research methods that psychologists use to investigate personality
- Compare and contrast how the psychodynamic theory of personality defines and assesses personality.
- Explain how the social cognitive theory of personality defines and assesses personality
- Compare and contrast how the humanistic theory of personality defines and assesses personality.
- Explain how trait theories of personality define and assess personality.
- Identify frequently used assessment strategies and evaluate relative test quality based on reliability and validity of the instrument

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
- Teacher observation
- Classroom activities
- Homework and Classwork
- Chapter Notes/Outlines
- Self & Peer Assessments where applicable

Learning Activities:

- Lecture & PowerPoint/Google Slides
- Video Clips: Crash Course, Flip It, YouTube, AP Daily Videos
- AP Classroom Practice Questions
- Practice Worksheets
- Classroom Activities/Demonstrations
- Small Group Work
- Online Learning Platform Activities: Nearpod, Edpuzzle, etc...
- DO NOW/Exit Ticket Activities
- Think-Pair-Share
- AAQ and EBQ Practice
- Projects/Presentations

RESOURCES

Teacher Resources:

- Textbook: *Myers' Psychology for the AP® Course 4th Ed.* (New York: Bedford, Freeman & Worth Publishers, 2024), by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer
- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

Equipment Needed:

- ChromeBooks
- Internet
- Projector
- White Board
- Speaker

UNIT OVERVIEW

Content Area: AP Psychology

Unit Title: Unit 5: Mental and Physical Health

Target Course/Grade Level: 11-12

Unit Summary: Students will be introduced to positive psychology and how it explores factors related to mental health and happiness, focusing on positive emotions, cognitions, and experiences. They will evaluate many of the psychological concepts, theories, and perspectives through the lens of psychological disorders and their treatments. Students will learn how to evaluate biological, psychological, and sociocultural theories in relation to abnormality. They will be introduced to a survey of psychological disorders and dive deeper into some of the more common disorders and their treatments. Over all this unit will provide students with real-world application of course content to people's authentic experiences of psychological health, illness, and wellness.

Approximate Length of Unit: 21 Classes

LEARNING TARGETS

National Standards for High School Psychology Curricula - FEBRUARY 2022

STANDARD AREA: Health

CONTENT STANDARD 1 - Stress and coping

Students are able to (learning targets):

- 1.1. Define stress as a psychophysiological response to the environment
- 1.2. Explain sources of stress across the life span
- 1.3. Explain physiological and psychological consequences of stress for health and wellness
- 1.4. Explain physiological, cognitive, and behavioral strategies to deal with stress

CONTENT STANDARD 2 - Psychological science promotes mental and physical health and wellness

Students are able to (learning targets):

- 2.1. Describe factors that promote resilience and flourishing
- 2.2. Identify evidence-based strategies that promote health and wellness

STANDARD AREA: Disorders

CONTENT STANDARD 1 - Perspectives of abnormal behavior

Students are able to (learning targets):

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

CONTENT STANDARD 2 - Categories of psychological disorders

Students are able to (learning targets):

- 2.1. Describe the classification of psychological disorders
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 2.3. Describe symptoms of psychological disorders

STANDARD AREA: Therapies

CONTENT STANDARD 1 - Types of treatment

Students are able to (learning targets):

- 1.1. Describe different types of biomedical and psychological treatments
- 1.2. Explain why psychologists use a variety of psychological treatments
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

CONTENT STANDARD 2 - Legal, ethical, and professional issues in the treatment of psychological disorders

Students are able to (learning targets):

- 2.1. Identify differences among licensed mental health providers
- 2.2. Identify legal and ethical requirements for licensed mental health providers
- 2.3. Identify resources available to support individuals with psychological disorders and their families

New Jersey Student Learning Standards: Social Studies

- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (HG)
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. (AAH, AAPI, HG, LGBTQ/D)
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. (AAH, AAPI, HG, LGBTQ/D)
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- B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies
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 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Unit Understandings:

Students will understand that...

- Reaction to stress and stressors have an impact on mental and physical health.
- Exercise, mindfulness, meditation, and gratitude can improve overall well-being.
- Each psychological perspective attempts to explain the origin of a disorder and/or determine the best method for treatment.
- Observing behavior and engaging in discussion that illuminates a client's thought process, psychologists can gather information and draw conclusions in order to best help the client.
- Some psychologists use an integrated perspective approach to understand and treat psychological disorders.

Unit Essential Questions:

- Why do some people respond to stress in a healthier way than others?
- How does positive psychology affect behavior and mental processes as well as well-being?
- Why is psychological perspective necessary in the treatment of disorders?
- What are the distinguishing criteria for each category of psychological disorders?
- What are the positive and negative consequences of diagnostic labels?
- How are psychological disorders treated?
- What is the effectiveness of different types of treatment?

Knowledge and Skills:

Students will know...

- Theories of stress and the effects of stress on psychological and physical health
- Positive psychology approaches to mental health and their benefits on overall well-being
- The Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association is the primary reference for making diagnostic judgments
- Contemporary and historical conceptions of what constitutes psychological disorders
- Positive and negative consequences of diagnostic labels
- Central characteristics of psychotherapeutic intervention
- Contributions of major figures in psychological treatment (AAH) (AAPI)
- Effectiveness of specific treatments used to address specific problems (including specifically from a biological perspective)

Students will be able to...

- Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes.
- Describe how stress applies to behavior and mental processes.
- Explain how reactions to stress apply to behavior and mental processes.
- Analyze how the ways that people cope with stress applies to behavior and mental processes.
- Explain how positive psychology approaches the study of behavior and mental processes.
- Explain how positive subjective experiences apply to behavior and mental processes.
- Discuss the intersection between psychology and the legal system

- Describe and evaluate the strengths and limitations of various approaches to explaining psychological disorders
- Explain how psychological perspectives define psychological disorders.
- Explain how interaction models define psychological disorders.
- Describe the symptoms and possible causes of selected neurodevelopmental disorders, schizophrenic spectrum disorders, depressive disorders, bipolar disorders, anxiety disorders, obsessive-compulsive disorders and related disorders, dissociative disorders, trauma and stressor-related disorders, feeding and eating disorders, and personality disorders.
- Describe research and trends in the treatment of psychological disorders.
- Explain ethical principles in the treatment of psychological disorders.
- Compare/contrast and describe techniques used with psychological therapies.
- Explain how group therapy is different from individual therapy.
- Describe effective uses of hypnosis.
- Describe interventions derived from the biological perspective.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment)

EVIDENCE OF LEARNING

Assessment:

- End of Unit Assessment
- Projects/Presentations via grading rubric
- Tests and Quizzes on unit topics and key terms
- AAQ and EBQ's
- Exit Tickets
- Discussion questions and participation
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- Myers' Teacher Resources
- APA Monitor Articles: <https://www.apa.org/monitor>
- AP Classroom Daily Videos, Questions & Resources
- YouTube Crash Course Videos
- AP Central: <https://apcentral.collegeboard.org/>
- Previously released AP Exams

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