Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Human Behavior/Psychology 1
Course Syllabus

Course Overview:
Psychology is the scientific study of behavior and mental processes. In a voyage through the inner workings of the human mind, students will formulate their own answers to age-old questions we ask every day, especially thinking "why do people act, feel, and think they way they do?' The course emphasizes insights students will use every day based upon both up to date research and historical theory. Carefully chosen topics from the major schools of psychological thought will not only help students achieve a basic knowledge of psychology, but more importantly a better understanding of themselves. Topics of interest include an introduction to the study of psychology, research methods that psychologists employ, the on-going debate of the roles of heredity vs. the environment, the nervous & endocrine systems, the brain and its altered states (sleep, dreams, hypnosis, and psychoactive drugs), sensation and perception, and development throughout the lifespan (stage theories, gender roles, etc.). The class strives to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

The course content below follows the APA National Standards for High School Curricula.

Course Content and Outline:		
	Topics	**Timeline**
Unit 1: Introduction & Methods	Introduction to Psychology Psychological Research Ethics in Psychology	September

Unit 2: Biological Bases of Behavior	Nervous System Endocrine System Brain Heredity Sleep & Sleep Stages Dreaming Hypnosis Psychoactive Drugs	October-November
Unit 3: Sensation & Perception	Vision Sound Taste Smell Touch Gestalt Principles Depth Perception Illusions	November-December
Unit 4: Developmental Psychology	Infancy Childhood Language Development Adolescence Gender roles Adulthood & Aging	December-January

Course Expectations and Skills

- Develop scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognize the diversity of individuals who advance the field
- Explore multicultural and global perspective that recognizes how diversity is important to understanding psychology
- Develop an awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- Acknowledge that psychology explores behavior and mental processes of both human and non-human animals
- Value appreciation for ethical standards that regulate scientific research and professional practice
- Explain the understanding that different content areas within psychological science are interconnected
- Possess ability to relate psychological knowledge to everyday life
- Prepare for the variety of careers available to those who study psychology
- Show appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels

- Conclude with the awareness of the importance of drawing evidence-based conclusions about psychological phenomena

Materials Needed:

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

Thinking About Psychology 4e HS (Charles T. Blair-Broeker & Randal M. Ernst)

Grading Scale

Students will earn their grades based on the following categories of assignments:
- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

Black Horse Pike Regional School District

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Human Behavior/Psychology 1
Unit 1

Introduction & Methods

Updated: August 2023

Unit Overview:	
Many theories, schools of thought, and perspectives exist in the field of psychology. This unit surveys and applies those ideas, training students to identify the major theories and perspectives. Within the major fields of psychology, appropriate research methodology is crucial to produce reliable and valid results and avoid bias. In this unit, 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.	
Essential Questions	**Enduring Understandings**
1. Why study psychology? 2. How has the history of the study of psychology influenced the field today? 3. How can psychologists act as professionals? 4. What is psychological research? 5. What are the problems in psychological research, and what are some possible solutions to those problems? 6. How do psychologists use statistics to organize and apply their research?	1. Through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans. 2. Psychology involves sets of questions, theories, methods, and possible answers that have been passed on, studied, and changed from generation to generation. 3. Psychologists are trained to observe, analyze, and evaluate behavior patterns, to develop theories of behavior, and to apply what they have learned to influence behavior. 4. Psychologists conduct their research in one of a variety of ways to test a hypothesis, solve a problem, or confirm previous findings. 5. Psychologists must recognize and resolve errors while conducting their research.

	6. Psychologists must collect and evaluate evidence to test their hypotheses.

Vocabulary (Key Terms) - Tier 2 and 3			
1. Structuralism 2. Functionalism 3. Experimental psychology 4. Behaviorism 5. Humanistic psychology 6. Cognitive neuroscience 7. Psychology 8. Nature-nurture debate 9. Natural selection 10. Behavioral psychology 11. Biological psychology 12. Cognitive psychology	13. Evolutionary psychology 14. Psychodynamic psychology 15. Social-cultural psychology 16. Basic research 17. Developmental psychology 18. Educational psychology 19. Social psychology 20. Applied research 21. Counseling psychology 22. Clinical psychology 23. Psychiatry 24. Community psychology	25. Hindsight bias 26. Critical thinking 27. Theory 28. Hypothesis 29. Operational definition 30. Replication 31. Case study 32. Naturalistic observation 33. Survey 34. Sampling bias 35. Population 36. Random sample	37. Correlation 38. Experiment 39. Experimental group 40. Control group 41. Random assignment 42. Double-blind procedure 43. Placebo effect 44. Independent variable 45. Dependent variable 46. Validity 47. Informed consent 48. Debriefing

Unit Learning Targets/Goals/Outcomes:		
Learning Target	**APA - High School Psychology & NJSLS -Social Studies (when applicable)**	**CCSS**
1. Define psychology as a discipline and identify its goals as a science. 2. Differentiate scientific and non-scientific approaches to knowledge. 3. Explain the value of both basic and applied psychological research with human and nonhuman animals. 4. Identify careers individuals can pursue in psychological science. 5. Identify ways individuals can use psychological science in any career. 6. Describe research methods psychological scientists use. 7. Compare and contrast quantitative and qualitative research methods used by psychological scientists. 8. Describe the importance of representative samples in psychological research	1. PSYCH.9-12.SIRM F.1.1.1 2. PSYCH.9-12.SIRM F.1.1.2 3. PSYCH.9-12.SIRM F.1.1.3 4. PSYCH.9-12.SIRM F.1.1.4 5. PSYCH.9-12.SIRM F.1.1.5	• Literacy in History Standards • Writing in History Standards

and the need for replication. 9. Explain how and why psychologists use non-human animals in research. 10. Explain the meaning of validity and reliability of observations and measurements. 11. Identify ethical requirements for research with human participants and non-human animals. 12. Explain why researchers need to adhere to an ethics review process. 13. Define descriptive statistics and explain how they are used by psychological scientists. 14. Draw appropriate conclusions from correlational and experimental designs. 15. Interpret visual representations of data.	6. PSYCH.9-12.SIRM F.1.2.1 7. PSYCH.9-12.SIRM F.1.2.2 8. PSYCH.9-12.SIRM F.1.2.3 9. PSYCH.9-12.SIRM F.1.2.4 10. PSYCH.9-12.SIRM F.1.2.5 11. PSYCH.9-12.SIRM F.1.3.1 12. PSYCH.9-12.SIRM F.1.3.2 13. PSYCH.9-12.SIRM F.1.4.1 14. PSYCH.9-12.SIRM F.1.4.2 15. PSYCH.9-12.SIRM F.1.4.3	

Unit Resources:		
Lesson Resources	**Text Resources**	**Technology & Online Resources**
• Self-Analysis Worksheet • Self-Analysis Project • Introduction to Psychology Google Slides • Unit 1 Vocabulary • “The Beat Goes On” Case Study • Psychological Perspectives Google Slides • The Outrageous Celebrity Analysis • Ethics in Psychology Analysis • Research Methods Google Slides • Research Methods Assignment	• *Thinking About Psychology: The Science of Mind and Behavior*, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman & Worth, 2019) • ‘Famous Studies in Psychology’ (adapted from *Forty Studies that Changed Psychology*) - Caroline Clement, Aaron Portenga • “The Beat Goes On” (case study)	• Stanford History Education Group • Gilder Lehrman Institute of American History • *Thinking About Psychology: The Science of Mind and Behavior* E-textbook & online resources

• 'Good Will Hunting' Analysis Folder of Lesson Resources		

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- ELL
- Gifted and Talented

Assessments:

Formative	Summative
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to case studies • EDpuzzle videos	• Pre-Assessment • Self-Analysis Project (Major Assessment) • Unit 1 Vocabulary Quiz • Unit 1 Assessment (Major Assessment)

Interdisciplinary Connections

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- New Jersey Student Learning Standards
- Career Readiness, Life Literacies, and Key Skills
- Amistad Law
- NJ Amistad Commission Interactive Curriculum
- Holocaust Law
- NJ Commission on Holocaust Education Curriculum Guide and Materials
- LGBT and Disabilities Law
- Career Ready Practices (BHPRSD)
- Asian and Pacific Islander
- Climate Change

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Human Behavior/Psychology 1
Unit 2

Biological Bases of Behavior

Updated: August 2023

Unit Overview:	
Unit 2 focuses on blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes. This course teaches students how biological and anatomical structures play an active role in an individual's mental and behavioral development. To demonstrate an understanding of these biological bases of psychology, students should describe the concept or apply it to a scenario. *As students learn to describe this blended physiological and psychological knowledge, they should be able to apply it to behavior and mental processes in other fields of psychology (e.g., memory, learning, development, and social psychology). This approach will help students understand how psychological theories, schools of thought, and perspectives were developed. Students will also continue to build on their understanding of the appropriate use of research methods and designs from Unit 1.*	
Essential Questions	**Enduring Understandings**
1. What is the basic structure of the nervous system? 2. How do the many parts of the brain influence human behavior? 3. How does the endocrine system influence human behavior? 4. How do heredity and environment affect human behavior? 5. What is involved in the various stages of sleep? 6. How do altered states of consciousness influence people when they are awake? 7. How do drugs alter people's consciousness?	1. Learning about the nervous system helps us know how messages that are sent to the brain cause behavior. 2. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior. 3. The endocrine system controls and excites growth and affects emotions and behavior in people. 4. Heredity is the transmission of characteristics from parents to children, while environment is the world around you; they both have a major effect on your body and behavior. 5. Sleep – an essential state of consciousness – involves stages

	and periods of dreaming. 6. Hypnosis, biofeedback, and meditation are altered states of consciousness that can occur when we are awake. 7. Psychoactive drugs interact with the central nervous system to alter consciousness.

Vocabulary (Key Terms) - Tier 2 and 3

1. Biological psychology 2. Neuron 3. Dendrites 4. Axon 5. Myelin sheath 6. Synapse 7. neurotransmitters 8. Nervous system 9. Central nervous system 10. Peripheral nervous system 11. Nerves 12. Sensory (afferent) 13. Neurons 14. Motor neurons 15. Somatic nervous system 16. Autonomic nervous 17. Sympathetic nervous system	18. Parasympathetic nervous system 19. Reflex 20. Endocrine system 21. Hormones 22. Adrenal glands 23. Pituitary gland 24. Brainstem 25. Thalamus 26. Cerebellum 27. Hypothalamus 28. Cerebral cortex 29. Frontal lobes 30. Parietal lobes 31. Occipital lobes 32. Temporal lobes 33. Motor cortex 34. Somatosensory cortex	35. Plasticity 36. Corpus callosum 37. Split brain 38. Consciousness 39. Hypnosis 40. Circadian rhythm 41. Sleep 42. REM sleep 43. Delta waves 44. NREM sleep 45. Insomnia 46. Narcolepsy 47. Sleep apnea 48. Night terrors 49. Dream 50. Manifest content 51. Latent content	52. Substance use disorder 53. Psychoactive drug 54. Tolerance 55. Addiction 56. Withdrawal 57. Depressants 58. Barbiturates 59. Opiates 60. Stimulants 61. Amphetamines 62. Nicotine 63. Cocaine 64. Methamphetamine 65. Ecstasy 66. Hallucinogens 67. LSD 68. THC

Unit Learning Targets/Goals/Outcomes:

Learning Target	APA - High School Psychology & NJSLS -Social Studies (when applicable)	CCSS
1. Identify the major divisions and subdivisions of the human nervous system and their functions. 2. Identify the parts of the neuron and describe the basic process of neural	1. PSYCH.9-12.BP.1.1.1 2. PSYCH.9-12.BP.1.1	• Literacy in History Standards • Writing in History

transmission. 3. Describe the structures and functions of the various parts of the central nervous system. 4. Explain the importance of plasticity of the nervous system. 5. Describe the function of the endocrine glands and their interaction with the nervous system. 6. Identify methods and tools used to study the nervous system. 7. Describe concepts in behavioral genetics and epigenetics. 8. Describe the interactive effects of heredity and environment. 9. Explain general principles of evolutionary psychology. 10. Identify states of consciousness. 11. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit). 12. Identify the effects of meditation, mindfulness, and relaxation. 13. Describe characteristics of and current conceptions about hypnosis. 14. Describe the circadian rhythm and its relation to sleep. 15. Describe the sleep cycle. 16. Compare theories about the functions of sleep and of dreaming. 17. Describe types of sleep disorders. 18. Characterize the major categories of psychoactive drugs and their effects. 19. Describe how psychoactive drugs work in the brain. 20. Describe the physiological and psychological effects of psychoactive drugs.	.2 3. PSYCH.9-12.BP.1.1 .3 4. PSYCH.9-12.BP.1.1 .4 5. PSYCH.9-12.BP.1.1 .5 6. PSYCH.9-12.BP.1.1 .6 7. PSYCH.9-12.BP.1.2 .1 8. PSYCH.9-12.BP.1.2 .2 9. PSYCH.9-12.BP.1.2 .3 10. PSYCH.9-12.BP.3.1 .1 11. PSYCH.9-12.BP.3.1 .2 12. PSYCH.9-12.BP.3.1 .3 13. PSYCH.9-12.BP.3.1 .4 14. PSYCH.9-12.BP.3.2 .1 15. PSYCH.9-12.BP.3.2 .2 16. PSYCH.9-12.BP.3.2 .3 17. PSYCH.9-12.BP.3.2 .4 18. PSYCH.9-12.BP.3.3 .1 19. PSYCH.9-12.BP.3.3 .2 20. PSYCH.9-12.BP.3.3 .3	Standards

Unit Resources:		
Lesson Resources	**Text Resources**	**Technology & Online Resources**
• Biopsychology Overview Slides • Unit 2 Vocabulary • Nervous System & Neurons Slides • Nervous System Graphic Organizer • Giant Neuron Puzzle Activity • Labeling a Neuron Diagram • Endocrine Glands Functions Activity • Endocrine System Disorders Group Work • Functions of the Brain Group Work • Labeling the Brain Diagram • Brain Injuries Slides • High School Football Brain Injuries Article Analysis • Brain Board Games Lab • Nature vs. Nurture Analysis • Biopsychology Superhero Project • 'The Crash Reel' Documentary Analysis • Circadian Rhythms & Sleep Cycles Slides • Sleep & Teenagers Article Analysis • Sleep Disorders Case Study Analysis • Dream Analysis • Hypnosis Slides • Psychoactive Drugs Group Work • Mouse Party • Effects of Psychoactive Drugs Activities • 'Your Body on Drugs' Documentary Analysis Folder of Lesson Resources	• *Thinking About Psychology: The Science of Mind and Behavior*, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman & Worth, 2019) • 'Famous Studies in Psychology' (adapted from *Forty Studies that Changed Psychology*) - Caroline Clement, Aaron Portenga • "One Brain or Two?" (case study) • "More Experience = Bigger Brain?" (case study) • "Are You a 'Natural'?" (case study) • "Watch Out for the Visual Cliff!" (case study) • "Head Injuries in One Football Season Cause Measurable Brain Damage" (secondary source) • "How Much Sleep Do Teenagers Really Need?" (secondary source) • "To Sleep, No Doubt to Dream…" (case study) • "Unromancing the Dream" (case study) • "Sleep Disorders Reference Manual" (secondary source) • "Acting as if You are Hypnotized" (case study)	• Stanford History Education Group • Gilder Lehrman Institute of American History • *Thinking About Psychology: The Science of Mind and Behavior* E-textbook & online resources
List of Accommodations and Modifications • Special Education • 504 Students		

- At Risk Students
- ELL
- Gifted and Talented

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to case studies • EDpuzzle videos	• Unit 2 Vocabulary Quiz • Functions of the Brain Lab • Biopsychology Superhero Project (Major Assessment) • Biopsychology Test (Major Assessment) • 'Your Body on Drugs' Analysis • Alternate States of Consciousness Test (Major Assessment)

Interdisciplinary Connections

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
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- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

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Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
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- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

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State Mandates and Resources

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- Career Readiness, Life Literacies, and Key Skills

- Amistad Law
- NJ Amistad Commission Interactive Curriculum
- Holocaust Law
- NJ Commission on Holocaust Education Curriculum Guide and Materials
- LGBT and Disabilities Law
- Career Ready Practices (BHPRSD)
- Asian and Pacific Islander
- Climate Change

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Human Behavior/Psychology 1
Unit 3

Sensation & Perception

Updated: August 2023

Unit Overview:	
Unit 3 builds on the biological foundation of psychology established in the previous unit. This 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 should be able to describe examples of anatomical structures, physiological processes, and psychological concepts related to sensation and perception. *Understanding the effects of sensation and perception on behavior and mental processes builds on what students learned in Unit 1 about psychological theories and perspectives, particularly their strengths and weaknesses. 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.*	
Essential Questions	**Enduring Understandings**
1. What is light, and what is the nature of light waves? 2. How do the structures and receptor cells in the eye work together to detect light waves and change them into neural impulses? 3. How do the trichromatic theory and opponent-process theory contribute to our understanding of color vision? 4. What are the structures of the ear, and how do they work to detect sound waves and change them into neural impulses? 5. How are tastes, smells, and touch sensation processed? 6. How do Gestalt principles affect our perception of what we see? 7. How can we see in three dimensions? 8. What happens to our perception of an object if the lighting, the	1. Light is waves of electromagnetic radiation within the visible spectrum. The length of a light wave determines the hue, or color, of the light. The amplitude of the waves determines the brightness of the light. 2. Light passes through the protective covering of the cornea, passes through the pupil (the hole in the center of the iris), is focused by the lens, and is projected on the receptor cells on the retina. The receptor cells (rods and cones) turn the electromagnetic light energy into nerve impulses that can be processed by the brain. 3. The trichromatic theory explains color vision as a combination of firings of different kinds of receptor cells for color in the retina

distance to the object, or the viewing angle changes?
9. How do our expectations affect what we perceive?
10. How can the principles of perception explain illusions?

(cones). The opponent-process theory explains that color vision is produced because cones in the retina are paired in opposition, with one member of the pair firing in response to a color and its opposing cone not firing.
4. The structures in ears collect sound waves and transform them into neural impulses sent to the brain, producing a perception of sound. Sound waves move the eardrum, ossicles, and fluid inside the cochlea. Fluid inside the cochlea moves receptor cells, which creates neural signals that are transmitted to the brain through the auditory nerve.
5. Receptor cells in the nose and tongue absorb chemicals and transmit neural signals to the brain, producing the chemical senses of taste and smell. Receptor cells in the skin for pain, warmth, cold, and pressure detect stimuli and transmit signals to the brain.
6. In figure-ground relationships, we perceive a central focus (figure) of an image in the foreground against a background (ground). We group objects because they are similar (similarity), because they are close to one another (proximity), because they help form a complete image (closure), or because they are part of a continuous pattern (continuity).
7. Two of the most important depth perception cues, retinal disparity and convergence, are possible because we have two eyes (binocular cues). Other depth perception cues, including relative size, relative motion, interposition, relative height, texture gradient, relative clarity, and linear perspective, can be seen with one eye (monocular cues).
8. We perceive the characteristics of objects as constant (perceptual constancy) even through their apparent size, shape, and brightness change in different lighting conditions, at different distances, and with different angles of viewing.
9. Perceptual sets, our predispositions about what we expect to see, change how we organize sensations into perceptions. In general, we perceive what we expect to perceive.
10. Many illusions rely on the principles of perception - including Gestalt principles, perceptual sets, and ambiguous size-distance cues - to trick us into misperceiving sensory stimuli.

Vocabulary (Key Terms) - Tier 2 and 3

1. Sensation 2. Bottom-up processing 3. Perception 4. Top-down processing 5. Absolute threshold 6. Difference threshold 7. Signal detection theory 8. Sensory adaptation 9. Selective attention 10. Cornea	11. Iris 12. Pupil 13. Lens 14. Retina 15. Receptor cells 16. Rods 17. Cones 18. Optic nerve 19. Blind spot 20. Trichromatic theory	21. Opponent-process theory 22. Pitch 23. Cochlea 24. Hair cells 25. Auditory nerve 26. Kinesthetic sense 27. Vestibular sense 28. Gestalt 29. Figure-ground 30. Grouping	31. Depth perception 32. Visual cliff 33. Binocular cues 34. Monocular cues 35. Retinal disparity 36. Convergence 37. Perceptual constancy 38. Perceptual set 39. Extrasensory perception

Unit Learning Targets/Goals/Outcomes:		
Learning Target	**APA - High School Psychology & NJSLS -Social Studies (when applicable)**	**CCSS**
1. Explain the process of sensory transduction. 2. Explain the basic concepts of psychophysics such as threshold and adaptation. 3. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities. 4. Describe the visual sensory system. 5. Describe the auditory sensory system. 6. Describe chemical and tactile sensory systems. 7. Describe principles of perception. 8. Explain the concepts of bottom-up and top-down processing. 9. Explain Gestalt principles of perception. 10. Describe binocular and monocular depth cues. 11. Describe perceptual constancies. 12. Describe the nature of attention. 13. Explain how diverse experiences and expectations influence perception.	1. PSYCH.9-12.BP.2.1.1 2. PSYCH.9-12.BP.2.1.2 3. PSYCH.9-12.BP.2.2.1 4. PSYCH.9-12.BP.2.2.2 5. PSYCH.9-12.BP.2.2.3 6. PSYCH.9-12.BP.2.2.4 7. PSYCH.9-12.CP.3.1.1 8. PSYCH.9-12.CP.3.1.2 9. PSYCH.9-12.CP.3.2.1 10. PSYCH.9-12.CP.3.2	• Literacy in History Standards • Writing in History Standards

	.2 11. PSYCH.9-12.CP.3.2 .3 12. PSYCH.9-12.CP.3.2 .4 13. PSYCH.9-12.CP.3.2 .5	

Unit Resources:		
Lesson Resources	**Text Resources**	**Technology & Online Resources**
• Sensation 'Fact or Falsehood?' Activity • Sensation Slides • Understanding Weber's Law Activity • Adaptation and the Taste of Water Demonstration • Stroop Effect Activity • Human Earphones Demonstration • Locating the Retinal Blood Vessels Activity • Eye Movements Activity • Hermann Grid Activity • Parts of the Eye Activity • Color Vision Screening Inventory Activity • Movement Aftereffects Demonstration • Locating Sounds Demonstration • Parts of the Ear Activity • Four Basic Sensations Activity • Tasting Salt and Sugar Activity • Vision and Taste Demonstration • Identifying Odors Demonstration • Taste and Smell Demonstration • Warm Plus Cold Equals Hot Activity • Touch Localization Activity • Remarkable Case of Ian Waterman	• *Thinking About Psychology: The Science of Mind and Behavior*, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman & Worth, 2019) • 'Famous Studies in Psychology' (adapted from *Forty Studies that Changed Psychology*) - Caroline Clement, Aaron Portenga • "What You See is What You've Learned" (case study) • "Why Can't This Man Feel Whether or Not He's Standing Up?" (case study)	• Stanford History Education Group • Gilder Lehrman Institute of American History • *Thinking About Psychology: The Science of Mind and Behavior* E-textbook & online resources

Case Study • Vision and Balance Activity • Perception 'Fact or Falsehood?' Activity • Gestalt Principles Slides • Gestalt Principles Scavenger Hunt • Object Recognition Activity • Sensation vs. Perception Activity • Perceptual Organization Activity • Auditory Analogue of Visual Reversible Figures Demonstration • Autostereograms Activity • Binocular Vision vs. Monocular Vision Activity • Perceived Lunar Size Activity • Perceptual Set Demonstrations: Grammar, Numbers, Names, & Pronunciation • Constancy & Illusions Slides • Belief in ESP Scale Activity • ESP Trick Demonstrations: Clairvoyance, Mental Telepathy, Precognition • Testing for ESP Activity • Wundt-Jastrow Illusion Activity • Horizontal-Vertical Illusion Demonstration • Poggendorf Illusion Activity • Subjective Colors Demonstration Folder of Lesson Resources		
List of Accommodations and Modifications • Special Education • 504 Students • At Risk Students • ELL • Gifted and Talented		

Assessments:	
Formative	**Summative**
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to case studies • EDpuzzle videos	• Unit 3 Vocabulary Quiz • Gestalt Principles Scavenger Hunt • Sensation & Perception Test (Major Assessment)

Interdisciplinary Connections

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- New Jersey Student Learning Standards
- Career Readiness, Life Literacies, and Key Skills
- Amistad Law
- NJ Amistad Commission Interactive Curriculum
- Holocaust Law
- NJ Commission on Holocaust Education Curriculum Guide and Materials
- LGBT and Disabilities Law

- Career Ready Practices (BHPRSD)
- Asian and Pacific Islander
- Climate Change

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Human Behavior/Psychology 1
Unit 4

Developmental Psychology

Updated: August 2023

Unit Overview:	
Building on knowledge from earlier units, students will pull together aspects of physiological, cognitive, psychological, and moral 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 studied in earlier units while discussing theories of stage development and continuous development. Students are also introduced to cross-sectional research and longitudinal research designs, which build on the research methods learned in Unit 1. Students will further their understanding of analyzing and interpreting data through these new research designs and in relation to the specific context of developmental psychology.*	
Essential Questions	**Enduring Understandings**
1. How do infants develop? 2. How does development continue throughout childhood? 3. What types of developmental processes occur throughout adolescence? 4. How do gender roles and differences influence people's behavior? 5. How does development continue throughout life?	1. Infants are born equipped to experience the world – as they grow physically; they also develop perceptions and language. 2. As the thought processes of children develop, they begin to think, communicate and relate with others, solve problems, and face various social decisions. 3. All adolescents experience dramatic development physically, sexually, personally, and socially; all of which have major influences on their own identity and behavior. 4. Females and males have physical and psychological gender differences, and their beliefs about what they think it means to be male or female influence their behavior. 5. As people age, their priorities and expectations change to match

	realities, and they experience losses as well as gains.

Vocabulary (Key Terms) - Tier 2 and 3			
1. Rooting reflex 2. Grasping reflex 3. Temperament 4. Maturation 5. Developmental psychology 6. Sensorimotor stage 7. Object permanence 8. Preoperational stage 9. Egocentrism	10. Concrete-operational stage 11. Formal-operational stage 12. Stranger anxiety 13. Attachment 14. Critical period 15. Imprinting 16. Authorization parenting 17. Permissive parenting	18. Authoritative parenting 19. Adolescence 20. Puberty 21. Primary sex characteristics 22. Secondary sex characteristics 23. Sexual orientation 24. Identity 25. Intimacy	26. Social clock 27. Emerging adulthood 28. Menopause 29. Alzheimer's disease 30. Language 31. Phoneme 32. Morpheme 33. Grammar

Unit Learning Targets/Goals/Outcomes:		
Learning Target	**APA - High School Psychology & NJSLS -Social Studies (when applicable)**	**CCSS**
1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. 2. Explain issues of continuity/discontinuity and stability/change. 3. Distinguish methods used to study development. 4. Describe the role of sensitive and critical periods in development. 5. Identify key features of physical development from prenatal through older adulthood. 6. Identify key features of cognitive development from prenatal through older adulthood. 7. Identify key features of social development from prenatal through older adulthood. 8. Describe the structure of language from the level of speech sounds to communication of meaning. 9. Describe the relationship between language and cognition. 10. Explain the language acquisition process and theories. 11. Identify the brain structures associated with language.	1. PSYCH.9-12.DLP.1.1.1 2. PSYCH.9-12.DLP.1.1.2 3. PSYCH.9-12.DLP.1.1.3 4. PSYCH.9-12.DLP.1.1.4 5. PSYCH.9-12.DLP.1.2.1 6. PSYCH.9-12.DLP.1.2.2 7. PSYCH.9-12.DLP.1.2.3 8. PSYCH.9-12.DLP.3.1.1	• Literacy in History Standards • Writing in History Standards

12. Explain how damage to the brain may affect language.	9. PSYCH.9-12.DLP.3.1.2 10. PSYCH.9-12.DLP.3.1.3 11. PSYCH.9-12.DLP.3.2.1 12. PSYCH.9-12.DLP.3.2.2	

Unit Resources:		
Lesson Resources	**Text Resources**	**Technology & Online Resources**
• Unit 4 Vocabulary • Baby Book Project • Childhood Developmental Milestones Group Work • Language Development Game • Phonemes & Morphemes Activity • 'Babies: First Words' Documentary Analysis • Genie Wiley Case Study • Babies & Morality Article Analysis & Discussion • Theories on Development Slides • Stages of Development Project • Parenting Styles Slides, Group Work, & Self-Analysis • The Troubling Time of Adolescence Group Work • School Newspaper Advice Column • 'Freaks & Geeks' Episode Analysis • 'Boyhood' Film Analysis Folder of Lesson Resources	• *Thinking About Psychology: The Science of Mind and Behavior*, 4th Edition - Charles T. Blair-Broeker, Randal M. Ernst (Bedford, Freeman & Worth, 2019) • 'Famous Studies in Psychology' (adapted from *Forty Studies that Changed Psychology*) - Caroline Clement, Aaron Portenga • "The Case of Genie Wiley" (case study) • "Just Babies: The Origins of Good and Evil" (excerpt; secondary source) • "What's Wrong with the Teenage Mind?" (secondary source) • "What's Right with the Teenage Mind" (secondary source) • "What Teens Need Most from Their Parents" (secondary source) • "Break-ups Are a Good Thing" (secondary source) • "Does Delaying Sex Result in Being Happier?" (secondary source) • "Your Friends Have More Friends than You Do" (secondary source)	• Stanford History Education Group • Gilder Lehrman Institute of American History • *Thinking About Psychology: The Science of Mind and Behavior* E-textbook & online resources

	• "Discovering Love" (case study) • "Out of Sight, but Not Out of Mind" (case study) • "How Moral are You?" (case study) • "In Control & Glad of It!" (case study)	

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Formative	Summative
• Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to case studies • EDpuzzle videos	• Baby Book Project • Unit 4 Vocabulary Quiz • Stages of Development Project (Major Assessment) • School Newspaper Advice Column • 'Boyhood' Film Analysis • Psychology 1 Final Exam (Major Assessment)

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