

**Black Horse Pike Regional School District**  
Where inspiring excellence is our standard and student achievement is the result.

## Advanced Placement Psychology Course Syllabus

**Updated:** June 2024

### Course Overview:

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. This course conforms to the College Boards topics for the Advanced Placement Psychology Examination which include: Scientific Foundations of Psychology, Biological Basis of Behavior, Sensation and Perception, Learning, Cognition, Development Psychology, Motivation- Emotion and Personality, Clinical Psychology and Social Psychology.

Class time involves teacher-guided lectures, discussions, collaborative learning activities, problem solving activities, writing activities including AAQs, EBQs, creative projects, and analysis of current research. Emphasis will be placed upon the development of the skills needed to succeed on the college board test including article analysis and evidence based writing, analysis of multiple choice questions and public speaking.

The course content below follows the [American Psychological Association's National Standards for High School Curricula](#)

### Course Content and Outline:

Unit Names	Topics	Timeline
Unit 1: Research and Biology Pillar	<ol style="list-style-type: none"><li>1. Scientific Foundations of Psychology</li><li>2. Biological Basis of Behavior</li><li>3. Sensation and Perception</li></ol>	<ul style="list-style-type: none"><li>● Marking Period One</li></ul>

Unit 2: Cognition Pillar Developmental and Learning Pillar	<ol style="list-style-type: none"> <li>1. Learning</li> <li>2. Cognitive Psychology</li> <li>3. Developmental Psychology</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Two</li> </ul>
Unit 3: Personality and Social Pillar	<ol style="list-style-type: none"> <li>1. Motivation, Emotion, Stress and Health and Personality</li> <li>2. Social Psychology</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Three</li> </ul>
Unit 4: Mental and Physical Health Pillar	<ol style="list-style-type: none"> <li>1. Clinical Psychology</li> <li>2. Test Prep</li> <li>3. Current Research-Creative Project</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Four</li> </ul>

### Course Expectations and Skills

1. Asking questions for science and defining problems for adapting real world solutions.
2. Developing and using models
3. Explain general principles that govern behavior while recognizing individual differences.
4. Analyze and interpreting data
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the scientific community
6. Obtaining, evaluating and communicating information
7. Gain practice to succeed on the college board AP test.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.
11. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
12. Applying psychological principles can change our lives, organizations, and communities in positive ways.

### Materials Needed

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

### Resources

Textbook: *Myers' Psychology for the AP Course 3rd edition updated*

### Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Minor Assessments: 35%
- Classwork/Participation: 25%

# Black Horse Pike Regional School District

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## Course Title AP Psychology Unit # 1

### History, Research, Biology & Sensation & Perception

**Updated:** June 2024

#### Unit Overview:

Unit #1 examines the history of psychology and the research methodologies psychologists use to study behavior and mental processes. It looks at the different methods psychologists use as they scientifically explore behavior and mental processes. It presents an overview of the biology of the nervous system and examines the role of genetics and evolution in our understanding of ourselves. It explores several types of consciousness beyond our being aware and awake. It helps students appreciate how sensation and perception interact to influence our thoughts and behaviors.

#### Essential Questions

1. How does methodology of the research affect the outcome of a study?
2. How do ethical guidelines impact psychological research?
3. How can biology influence our behavior and mental processes?
4. What happens when a particular neurotransmitter is absent from the body?
5. How do biological and environmental factors interact to influence our behaviors and mental processes?
6. How do we process information we receive from our environments?
7. How does our interpretation of the information we receive from the

#### Enduring Understandings

1. Psychology involves sets of questions, theories, methods, and possible answers that have been passed on, studied, and changed from generation to generation.
2. Psychologists must follow ethical guidelines when conducting research on humans and animals.
3. Learning about the nervous system helps us know how messages that are sent to the brain cause behavior.
4. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior.

<p>environment influence our behaviors and mental processes?</p>	<ol style="list-style-type: none"> <li>5. 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.</li> <li>6. Incoming stimuli is processed by our sensory organs and relayed to the brain area responsible for the sensory signal.</li> <li>7. Sensation and perception work together to gather and interpret information from our senses.</li> </ol>
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**Vocabulary (Key Terms)**

**History and Approaches Tier 2:** nature-nurture issue, behavior genetics, biopsychosocial approach, testing effect, basic research, applied research,

**History and Approaches Tier 3:** behaviorism, humanistic psychology, cognitive psychology, cognitive neuroscience, evolutionary psychology, positive psychology, behavioral psychology, psychodynamic psychology, social-cultural psychology, developmental psychology, educational psychology, personality psychology, social psychology, industrial-organizational psychology, human factors psychology, counseling psychology, clinical psychology, psychiatry, community psychology

**Research Methods Tier 2:** theory, hypothesis, replication, case study, naturalistic observation, survey, sampling bias, population, random sample, correlation, correlation coefficient, variable, scatterplot, experiment, experimental group, control group, random assignment, double-blind procedure, placebo, independent variable, confounding variable, dependent variable, validity, informed consent, debriefing, descriptive statistics, histogram, mean, medial. mode, skewed distribution, range, standard deviation, normal curve, inferential statistics, statistical significance

**Research Methods Tier 3:** operational definition, illusory correlation, hindsight bias

**Biology Tier 2:** neuron, cell body, dendrite, axon, myelin sheath, glial cells, actional potential, threshold, refractory period, all-or-none response, synapse, neurotransmitter, reuptake, endorphins, agonist, antagonist, nervous system, central nervous system, peripheral nervous system, nerves, afferent neurons, efferent neurons, interneurons, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, reflex, endocrine system, hormone, adrenaline, leptin, ghrelin, melatonin, oxytocin, adrenal glands, pituitary gland, lesion, EEG, MEG, CT scan, PET scan, MRI, fMRI, brainstem, medulla, thalamus, reticular formation, cerebellum, limbic system, amygdala, hypothalamus, hippocampus, cerebral cortex, frontal lobes, motor cortex, somatosensory cortex, association areas, plasticity, neurogenesis, corpus callosum, split brain, consciousness, cognitive neuroscience, dual processing, blindsight, parallel processing, sequential processing, behavior genetics, heredity, chromosomes, DNA, genes genome, molecular genetics, molecular behavior genetics, epigenetics, natural selection, mutation

**Biology Tier 3:** identical twins, fraternal twins, heritability, interaction, social script

**States of Consciousness Tier 2:** sleep, circadian rhythm, REM sleep, alpha waves, NREM sleep, hallucinations, delta waves, suprachiasmatic neurons, insomnia, narcolepsy, sleep apnea, night terrors, REM rebound, psychoactive drug, substance use disorder, tolerance, withdrawal, depressants, alcohol use disorder, barbiturates, opiates, stimulants, nicotine, cocaine, amphetamines, methamphetamine, ecstasy, hallucinogens, LSD, THC, consciousness

**States of Consciousness Tier 3:** manifest content, latent content, dissociation

**Sensation and Perception Tier 2:** sensation, sensory receptors, perception, transduction, psychophysics, sensory adaptation, perceptual set, hue, cornea, pupil, iris, lens, retina, accommodation, rods, cones, optic nerve, blind spot, fovea, depth perception, binocular cue, retinal disparity, monocular cue, relative clarity, relative size, texture gradient, linear perspective, interposition, perceptual constancy, color constancy, perceptual adaptation, audition, frequency, pitch, cochlea, sensorineural hearing loss, conduction hearing loss, cochlear implant, olfaction, kinesthesia, vestibular sense, sensory interaction

**Sensation and Perception Tier 3:** bottom-up processing, top-down processing, selective attention, inattention blindness, change blindness, absolute threshold, signal detection theory, subliminal difference threshold, priming, Weber's law, extrasensory perception, parapsychology, Young-Helmholtz trichromatic theory, opponent-process theory, feature detectors, parallel processing, gestalt, figure-ground, grouping, visual cliff, phi phenomenon, place theory, frequency theory, gate-control theory, embodied cognition

### Unit Learning Targets/Goals/Outcomes:

Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>
<p><b>History and Approaches</b></p> <ol style="list-style-type: none"> <li>1. Explain how psychology is a science that uses the three key elements of the scientific attitude to support scientific inquiry.</li> <li>2. Describe how psychology developed from early understandings of the mind and body and humanistic psychology.</li> <li>3. Describe how contemporary psychology focuses on cognition, biology and experience, culture and gender, and human flourishing.</li> <li>4. Explain what psychologists working in</li> </ol>	<p><b>History and Approaches</b></p> <ol style="list-style-type: none"> <li>1. Psych.9-12.SMF.1.1.1</li> <li>2. Psych.9-12.SMF.1.1.2</li> <li>3. Psych.9-12.SMF.1.1.1</li> <li>4. Psych.9-12.SMF.1.1.4 Psych.9-12.SMF.1.1.5</li> <li>5. Psych.9-12.SMF.1.1.2</li> <li>6. Psych.9-12.SMF.1.1.3 Psych.9-12.SERF.1.2.1</li> <li>7. Psych.9-12.SIRF.1.2.2</li> <li>8. Psych.9-12.SIRF.1.2.2</li> <li>9. Psych.9-12.SERF.1.2.1 Psych.9-12.SIRF.1.2.4</li> </ol>

- various subfields do and where they work.
5. Explain how hindsight bias, overconfidence, and the tendency to perceive order in random events illustrate why science-based answers are more valid than those based on common sense.
  6. Evaluate the usage of case studies, naturalistic observation and surveys to observe and describe behavior using random sampling.
  7. Define positive and negative correlations and why they enable prediction not causation.
  8. Describe the components of an experiment that make it possible to isolate cause and effect.
  9. Explain the process of determining which research design to use.
  10. Describe the ethical guidelines that safeguard animal and human research subjects.
  11. Compute descriptive statistics and inferential statistics.

### **Biology**

12. Diagram the parts of a neuron and explain how neural impulses are generated.
13. Describe how neurotransmitters (dopamine, serotonin, norepinephrine, glutamate, GABA, endorphins, Substance p, acetylcholine) influence behavior and explain how drugs and other chemicals affect neurotransmission.
14. Describe the functions of the nervous system's main divisions and identify three main types of neurons.
15. Describe the functions of the endocrine system and its interaction with the nervous system.
16. Identify various techniques to study the brain.
17. Identify the functions of the brainstem, thalamus, reticular formation, cerebellum, medulla, and pons.
18. Describe the four lobes that make up the cerebral cortex and explain the functions of the motor cortex, somatosensory cortex, and association areas.
19. Explain what split brains reveal about the

10. Psych.9-12.SIRF.1.2.4
11. Psych.9-12.SIRF.1.2.5

### **Biology**

12. Psych.9-12.BP.1.1.2
13. Psych.9-12.BP.1.1.2
14. Psych.9-12.BP.1.1.1
15. Psych.9-12.BP.1.1.1
16. Psych.9-12.BP.1.1.6
17. Psych.9-12.BP.1.1.3
18. Psych.9-12.BP.1.1.3
19. Psych.9-12.BP.1.1.4
20. Psych.9-12.BP.1.2.2
21. Psych.9-12.BP.1.2.1
22. Psych.9-12.BP.1.2.3
23. Psych.9-12.BP.1.2
24. Psych.9-12.BP.3.2.2
25. Psych.9-12.BP.3.2.4
26. Psych.9-12.BP.3.3.3
27. Psych.9-12.BP.3.3.1
28. Psych.9-12.BP.3.1.4

### **Sensation and Perception**

29. Psych.9-12.BP.2.1.1
30. Psych.9-12.BP.2.1.2
31. Psych.9-12.BP.2.2.2
32. Psych.9-12.BP.2.2.3
- Psych.9-12.BP.2.2.4
33. Psych.9-12.BP.2.1.1

- functions of our two brain hemispheres.
20. Define chromosomes, DNA, genes, human genome, heritability, and molecular genetics.
  21. Explain how twin and adoption studies help us understand the effects of interactions of nature and nurture.
  22. Describe evolutionary psychologists' use of natural selection to explain behavioral tendencies.
  23. Identify parts of the biopsychosocial approach.
  24. Illustrate the sleep cycle and biological rhythms.
  25. Describe the function of sleep and sleep disorders (insomnia, narcolepsy, REM, Sleep Behavior Disorder, Sleep Apnea, Somnambulism).
  26. Discuss the roles that tolerance and addiction play in substance disorders.
  27. Identify depressants, stimulants, hallucinogens and describe their effects.
  28. Describe the place of consciousness in psychology's history.

### **Sensation and Perception**

29. Describe the process of sensation and perception and explain the difference between bottom-up processing and top-down processing.
30. Discuss the difference between absolute and difference threshold and how subliminal stimuli can affect these.
31. Discuss the characteristics of the energy that we see as visible light.
32. Diagram the process of sight, sound and touch.
33. Describe the Gestalt psychologists' understanding of perceptual organization, and explain how figure-ground and grouping principles contribute to our perceptions.

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<p><b>History and Approaches</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Biology</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Sensation and Perception</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p>Reading Guides for Myers 3ed Folder of resources</p>	<p><b>History and Approaches</b> Myers' Psychology for AP 3rd Edition Updated Module 1: Psychology's History and Approaches Module 2: Today's Psychology and its Approaches Module 3: Subfields in Psychology Module 4: The Need for Psychological Science Module 5: The Scientific Method and Description Module 6: Correlation and Experimentation Module 7: Research Design and Ethics in Psychology Module 8: Statistical Reasoning in Everyday Life Activity: Learning Curve with the above units</p> <p><b>Biology</b> Myers' Psychology for AP 3rd Edition Updated Module 9: Biological Psychology and Neurotransmission Module 10: The Nervous and Endocrine Systems Module 11: Studying the Brain, Older Brain Structure and the Limbic System Module 12: The Cerebral Cortex Module 13: Brain Hemisphere Organization and the Biology of Consciousness Module 14: Behavior Genetics: Predicting Individual Differences Module 15: Evolutionary Psychology: Understanding</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">History and Approaches classroom resources</a></li> <li>• <a href="#">Biology classroom resources</a></li> <li>• <a href="#">Sensation and Perception classroom resources</a></li> </ul>

	<p>Human Nature  Module 16: Sleep Patterns and Sleep Theories  Module 17: Sleep Deprivation, Sleep Disorders, and Dreams  Module 18: Psychoactive Drugs  Module 19: Understanding Consciousness  Activity: Learning Curve with the above units</p> <p><b>Sensation and Perception</b>  Myers' AP for Psychology 3rd Edition Updated  Module 20: Basic Concepts of Sensation and Perception  Module 21: Influences on Perception  Module 22: Vision: Sensory and Perceptual Processing  Module 23: Visual Organization and Interpretation  Module 24: Hearing  Module 25: The Other Senses  Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p>	
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**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Warm Up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> <li>• Cumulative Vocabulary Quizzes</li> </ul>

<ul style="list-style-type: none"> <li>● Textbook readings and Learning Curve</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● AAQ's</li> <li>● EBQ's</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> </ul>
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Interdisciplinary Connections
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</li> <li>● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</li> <li>● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</li> <li>● RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</li> <li>● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</li> <li>● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</li> <li>● RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.</li> </ul>

- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

#### Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.A.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.
- S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- S-ID.A.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.
- S-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and

exponential models.

- S-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology..
- S-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

#### Science

- 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
- 1.5.12acc.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

#### Career Readiness

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- 9.1.12.DC.4: Explain the privacy concerns related to the collection of data and generation of data through automated process that might not be evident to users
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data

### **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

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## Course Title AP Psychology Unit # 2

### Learning, Cognition, and Development

**Updated:** June 2024

#### Unit Overview:

Unit #2 explores the basic processes needed for learning. Different types of learning are explained and illustrated through famous experiments. It also examines cognition, intelligence and assessing individual differences through various types of testing measures. Unit #2 uses a thematic approach to development from infancy to adulthood highlighting the physical, cognitive and social changes that occur. Significant issues such as gender development, parental and peer influence, and sexual development are explained.

#### Essential Questions

1. How do we learn?
2. How do our experiences influence our behaviors and mental processes?
3. What roles do memory and thinking play in our behaviors?
4. What is intelligence and how can we study it to understand it?
5. How do we perceive and understand ourselves?

#### Enduring Understandings

1. People acquire certain behaviors through various types of learning including classical conditioning, operant conditioning and social learning.
2. Conditioning processes allow humans to become programmed to react based on mental processing.
3. There three processes involved in memory: encoding, storage, and retrieval allow us to think which involves changing, reorganizing, and recombining the information stored in memory to create new or transformed information, such as creative problem-solving strategies.
4. What has been learned can be measured by IQ tests and tests for special abilities and experiences.

5. Infancy, adolescence and adulthood marks periods of physical, social, and cognitive growth to create an identity through life experiences.

### Vocabulary (Key Terms)

**Learning Tier 2:** learning, stimulus, respondent behavior, generalization, discrimination, reinforcement, intrinsic motivation, extrinsic motivation, emotion-focused coping, personal control, learned helplessness, external locus of control, internal locus of control, observational learning, modeling, mirror neurons

**Learning Tier 3:** habituation, associative learning, operant learning, cognitive learning. Classical conditioning, behaviorism behaviorism, neutral stimulus, unconditioned response, unconditioned stimuli, conditioned response, conditioned stimuli, acquisition, higher-order conditioning, extinction, spontaneous recovery, operant conditioning, law of effect, operant chamber, shaping, discriminative stimulus, positive reinforcement, negative reinforcement, primary reinforcer, conditioned reinforcer, reinforcement schedule, continuous reinforcement, partial reinforcement, fixed-ratio, variable-ratio, fixed-interval, variable interval, punishment, biofeedback, instinctive drift, cognitive map, latent learning, insight, problem-focused problem-focused coping, prosocial behavior

**Cognition Tier 2:** memory, recall, recognition, relearning, concept, prototype, intelligence, general intelligence, grammar, standardization, normal curve, reliability, validity, content validity, predictive validity, cohort, cross-sectional study, longitudinal study, intellectual disability, heritability, stereotype threat, stereotype lift

**Cognition Tier 3:** encoding, storage, retrieval, parallel processing, sensory memory, short-term memory, long-term memory, working memory, explicit memory, effortful processing, automatic processing, implicit memory, iconic memory, echoic memory, chunking, mnemonics, spacing effect, testing effect, shallow processing, deep processing, semantic memory, episodic memory, memory consolidation, flashbulb memory, long-term potentiation, priming, encoding-specificity principle, mood congruent memory, serial position effect, anterograde amnesia, retrograde amnesia, proactive interference, retroactive interference, repression, reconsolidation, misinformation effect, source amnesia, convergent thinking, divergent thinking, algorithm, heuristic, insight, confirmation bias, fixation, mental set, representative heuristics, availability heuristic, belief perseverance, framing, phoneme, morpheme, telegraphic speech, aphasia, Broca's area, Wernicke's area, linguistic determination, linguistic influence, factor analysis, savant syndrome, grit, emotional intelligence, achievement test, aptitude test, mental age, Stanford-Binet intelligence quotient, Wechsler Adult Intelligence Scale, crystallized intelligence, fluid intelligence

**Development Tier 2:** teratogens, fetal alcohol syndrome, habituation, schema, assimilation, accommodation, autism spectrum disorder, stranger anxiety, attachment, critical period, secure attachment, insecure attachment, temperament, self-concept, gender, aggression, role, gender role, gender identity, gender typing, androgyny, transgender, puberty, identity, social identity, intimacy, primary sex characteristics, secondary sex characteristics, spermatheca, menarche, intersex, AIDS, sexual

orientation, menopause, Alzheimer's disease

**Development Tier 3:** sensorimotor stage, object permanence, preoperational stage, conservation, egocentrism, theory of mind, concrete operational stage, formal operational stage, scaffold, imprinting, strange situation, relational aggression, social learning theory, emerging adulthood, neurocognitive disorders, social clock

**Unit Learning Targets/Goals/Outcomes:**

Learning Target	<a href="#"><u>APA National Standards for High School Psychology Curricula 2022</u></a>
<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>1. Describe the components and process of classical and operant conditioning.</li> <li>2. Identify ways operant conditioning can be used.</li> <li>3. Explain how biological and cognitive constraints affect classical and operant conditioning.</li> <li>4. Differentiate observational learning from associative learning.</li> </ol> <p><b>Cognition</b></p> <ol style="list-style-type: none"> <li>5. Define memory and explain how it is measured.</li> <li>6. Discuss the process of forming memories.</li> <li>7. Identify the capacity of and location of our long-term memories.</li> <li>8. Discuss how internal emotions, external cues, and order of appearance affect our memory processing</li> <li>9. Describe the reasons for forgetting.</li> <li>10. Define cognition and identify the cognitive strategies that assist problem solving.</li> <li>11. Describe the structural components of language.</li> <li>12. Define intelligence and identify ways to measure intelligence.</li> <li>13. Compare and contrast theories of intelligence.</li> <li>14. Analyze how aging affects crystalized and fluid intelligence.</li> </ol>	<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>1. Psych.9-12.DLP.2.1.1</li> <li>2. Psych.9-12.DLP.2.2.1</li> <li>3. Psych.9-12.DLP.2.1.1 Psych.9-12.DLP.2.2.1</li> <li>4. Psych.9-12.DLP.2.3.1</li> </ol> <p><b>Cognition</b></p> <ol style="list-style-type: none"> <li>5. Psych.9-12.CP.2.1.1 Psych.9-12.CP.2.1.2 Psych.9-12.CP.2.1.3</li> <li>6. Psych.9-12.CP.2.1.1</li> <li>7. Psych.9-12.CP.2.2.1 Psych.9-12.CP.2.2.2</li> <li>8. Psych.9-12.CP.2.2.4</li> <li>9. Psych.9-12.CP.2.2.3</li> <li>10. Psych.9-12.CP.1.1.1 Psych.9-12.CP.1.1.2</li> <li>11. Psych.9-12.DLP.3.1.1</li> <li>12. Psych.9-12.CP.4.1.1 Psych.9-12.CP.4.1.2</li> <li>13. Psych.9-12.CP.4.2.2</li> <li>14. Psych.9-12.CP.4.1.3</li> <li>15. Psych.9-12.CP.4.2.1</li> <li>16. Psych.9-12.CP.4.3.2</li> </ol> <p><b>Developmental</b></p> <ol style="list-style-type: none"> <li>17. Psych.9-12.DLP.1.1.1</li> <li>18. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3</li> </ol>

<p>15. Analyze the evidence for genetic influences and environmental influences on intelligence.</p> <p>16. Examine how and why men, women, racial groups, and ethnic groups differ in mental abilities.</p> <p style="text-align: center;"><b>Developmental</b></p> <p>17. Describe developmental and cognitive changes during infancy and childhood.</p> <p>18. Discuss autism spectrum disorder.</p> <p>19. Describe how parent-infant attachment bonds form.</p> <p>20. Describe the four main parenting styles.</p> <p>21. Discuss how the meaning of gender differs from sex.</p> <p>22. Define adolescence, and discuss the physical, cognitive, moral and social changes.</p> <p>23. Discuss the characteristics of emerging adulthood.</p> <p>24. Explain intersex conditions.</p> <p>25. Assess the impact of aging on memory.</p> <p>26. Identify the social and physical changes during adulthood.</p>	<p>19. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3</p> <p>20. Psych.9-12.DLP.1.1.4</p> <p>21. Psych.9-12.DLP.1.1.4</p> <p>22. Psych.9-12.SPP.3.2.1</p> <p>23. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3</p> <p>24. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3</p> <p>25. Psych.9-12.SPP.3.2.2 Psych.9-12.SPP.3.3.3</p> <p>26. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3 Psych.9-23.SPP.2.2.2</p> <p>27. Psych.9-12.DLP.1.2.1 Psych.9-12.DLP.1.2.2 Psych.9-12.DLP.1.2.3</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<p><b>Learning</b> Classroom notes with videos Guided notes Learning Curve Activities</p>	<p><b>Learning</b> Myers' Psychology for AP 3rd Edition Updated Module 26: How We Learn and Classical Conditioning</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> </ul>

<p><b>Cognition</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Developmental</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p>Reading Guides for Myers 3ed Unit #2 Resources</p>	<p>Module 27: Operant Conditioning Module 28: Operant Conditioning's Application and Comparison to Classical Conditioning Module 29: Biology, Cognition, and Learning Module 30: Observational Learning Activity: Learning Curve with the above units</p> <p><b>Cognition</b> Myers' Psychology for AP 3rd Edition Updated Module 31: Studying and Encoding Memories Module 32: Storing and Retrieving Memories Module 33: Forgetting, Memory Construction, and Improving Memory Module 34: Thinking, Concepts, and Creativity Module 35: Solving Problems and Making Decisions Module 36: Thinking and Language Module 37: Introduction to Intelligence Module 38: Assessing Intelligence Module 39: The Dynamics of Intelligence Module 40: Studying Genetic and Environmental Influences on Intelligence Module 41: Group Differences and the Question of Bias Activity: Learning Curve with the above units</p> <p><b>Developmental</b> Myers' AP for Psychology 3rd Edition Updated Module 42: Developmental Issues and the Newborn</p>	<ul style="list-style-type: none"> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Learning Classroom Resources</a></li> <li>• <a href="#">Cognition Classroom Resources</a></li> <li>• <a href="#">Developmental Classroom Resources</a></li> </ul>
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	<p>Module 43: Infancy and Childhood: Physical Development</p> <p>Module 44: Infancy and Childhood: Cognitive Development</p> <p>Module 45: Infancy and Childhood: Social Development</p> <p>Module 46: Gender Development</p> <p>Module 47: Parents, Peers and Early Experiences</p> <p>Module 48: Adolescence: Physical and Cognitive Development</p> <p>Module 49: Adolescence: Social Development and Early Experiences</p> <p>Module 50: Sexual Development</p> <p>Module 51: Adulthood: Physical, Cognition and Social Development</p> <p>Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p>	
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**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Warm Up activities</li> <li>● Textbook readings and Learning Curve</li> <li>● Whole-class discussion during content lectures</li> </ul>	<ul style="list-style-type: none"> <li>● Module Vocabulary Quizzes</li> <li>● Cumulative Vocabulary Quizzes</li> <li>● Unit Tests - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> </ul>

- Note taking
- EdPuzzles
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers
- AAQ's
- EBQ's
- Actively Learn Articles
- Exit Tickets

## Interdisciplinary Connections

### English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and

convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

#### Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.A.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.
- S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- S-ID.A.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.
- S-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals,

including with the use of technology..

- S-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

#### Science

- 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
- 1.5.12acc.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

#### Career Readiness

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.1.12.DC.4: Explain the privacy concerns related to the collection of data and generation of data through automated process that might not be evident to users

- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data

### **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.

Course Title AP Psychology  
Unit # 3

Unit Title Personality and Social Pillar

**Updated:** June 2024

## Unit Overview:

This unit explores the motivation and personality factors that make individuals unique. It looks at the physical and mental factors that cause people to act in a specific way at a specific time and situations. It also examines the theories explaining how and why people experience various emotions. The theories of personality that have been developed by the different schools of psychology are discussed and analyzed. The sources of stress, different reactions to stress and ways to cope with stress are investigated within the scope of motivation and personality.

The second half of this unit focuses on how the individual interacts with the larger group. How we explain our own and others' thoughts, feelings, perceptions and behaviors is introduced in this unit. We also try to understand how we are influenced by the presence of and interactions with others. Interpersonal attraction, social perceptions, and personal relationships are discussed. The concepts of group behavior, conformity, obedience, conflict and cooperation are explained.

### Essential Questions

1. What influences motivation?
2. How do biological and social motives influence behavior?
3. How are emotions formed?
4. What is the purpose of the various personality theories, and what are the major theories?
5. How is stress formed?

### Enduring Understandings

1. Psychologists explain motivation and why people experience it in different ways through instinct, drive-reduction, incentive, and cognitive theories of motivation.
2. Much of life is spent trying to satisfy biological and social needs – biological needs are physiological requirements that we must fulfill to

6. How do people react to, and cope with, stress?
7. Why does attraction develop between people?
8. How do people form judgments of others?
9. What types of relationships are formed by people?
10. How are groups formed?
11. Why do people engage in group behavior?
12. Why do conflicts arise, and how do people respond to those conflicts?
13. What is an attitude, and how do they influence behavior?
14. How are attitudes formed, and why do they change?
15. How does persuasion influence people?

- survive, while social needs are those that are learned through experience.
3. All emotions consist of three parts – the physical, cognitive, and behavioral aspects; theories of emotion propose that emotions result from physical changes and/or mental processes.
  4. Personality theories provide a way of organizing the many characteristics that people have; the four major personality theories are the psychodynamic, learning, humanistic and cognitive, and trait theories.
  5. Stress results from our perceptions of demands placed upon us and our evaluations of situations we encounter.
  6. People react differently to life's stressors; these reactions may be beneficial or harmful; they deal with stress by employing defensive and active coping strategies, and learn to adjust to stressful situations.
  7. Humans depend on others to survive, and are attracted to certain people because of factors such as proximity, reward values, physical appearance, approval, similarity, and complementarity.
  8. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others.
  9. People experience different types of love and relationships throughout their lives.
  10. A group – a collection of people who interact, share common goals, and influence how members think and act – is unified by the attitudes and standards members share and by their commitment to those beliefs.
  11. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities.
  12. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions

by perceiving and responding to situations as a group.

13. People's attitudes are the result of conditioning, observational learning, and cognitive evaluation; our attitudes help us define ourselves and our place in society, evaluate people and events, and guide our behavior.
14. Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance.
15. Persuasion is a direct attempt to influence attitudes; people evaluate when, where, and how a message is presented, as well as its credibility.

### Vocabulary (Key Terms) - Tier 2 and 3

#### Tier 2:

##### **Motivation and Emotion**

ambiguous, analogy, anger, bias, cite, concurrent, conformity, consent, criteria, environment, explicit, group, happiness, hypothesis, implicit, individual, manipulative, norm, random, sadness, significant, stable, stratified, stress

#### Tier 3

##### **Motivation and Emotion**

motivation, instinct, drive reduction, set point, basal metabolic rate, sexual orientation, achievement motivation, flow, intrinsic motivation, extrinsic motivation, incentive theory, ventromedial hypothalamus, lateral hypothalamus, emotion, catharsis, Yerkes Dodson law, General Adaptation syndrome (GAS), tend-and-befriend response, coping, biofeedback, Type A and B

**Personality:** Free association, Unconscious, Manifest content, Latent content, Id, Ego, Superego, Pleasure Principle, Reality Principle, Gender identity, Identification, Defense mechanism, Repression, Reaction formation, Projection, Rationalization, Displacement, Sublimation, Self-actualization, Unconditional positive regard, Self-concept, Traits, Factor-analysis, Extraversion- introversion, Emotional stability-instability, Personality inventory, Person-situation controversy, Reciprocal determinism, Positive psychology, Self, Spotlight effect, Self-esteem, Self-efficacy, Self-serving bias, Narcissism, Individualism, Collectivism

**Social:** Attribution theory, Fundamental attribution error, Attitude, Peripheral route persuasion, Central route persuasion, Foot-in-the-door phenomenon, Door-in-the-face phenomenon, Role, Cognitive dissonance, Conformity, Normative social influence, Informational social influence, obedience, Social facilitation, Social loafing, Deindividuation, Group polarization, Groupthink, Culture, Prejudice, Stereotype, Discrimination, Implicit racial associations, Race influenced perceptions, Just-world phenomenon, Ingroup bias, Outgroup bias, Scapegoat theory, Aggression, Frustration-aggression principle, Social scripts, Mere exposure effect, Passionate love,

Companionate love, Altruism , Bystander effect , Social exchange theory, Reciprocity norm, Social responsibility norm, Conflict, Social trap, Mirror image perceptions , Self-fulfilling prophecy , Superordinate goals GRIT

### Unit Learning Targets/Goals/Outcomes:

Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>
<p><b>Motivation and Emotion</b></p> <ol style="list-style-type: none"> <li>1. Explain motivation and why we experience it in different ways depending on the type of situation and our perception of it.</li> <li>2. Comprehend that biological needs are psychological requirements we must fulfill to survive, whereas social needs are learned through experience.</li> <li>3. Explain the emotional interpretation and expression is guided by different factors.</li> <li>4. Explore how personality theories provide a way of organizing the many characteristics that people have.</li> </ol> <p><b>Personality</b></p> <ol style="list-style-type: none"> <li>5. Summarize the three components of Freud’s theory: the id, ego and superego.</li> <li>6. Critique how behaviorists think some aspects of personality are learned.</li> <li>7. Analyze how the positive aspects of human nature are emphasized by humanistic and cognitive theories.</li> <li>8. Distinguish how trait theorists account for the consistency of behavior in different situations.</li> <li>9. Compare and Contrast personality inventories based on the schools of thought.</li> <li>10. Evaluate personality inventories based on the concepts of reliability, validity, stability and change.</li> </ol> <p><b>Stress and Health</b></p> <ol style="list-style-type: none"> <li>11. Evaluate how stress results from our perceptions of demands placed upon us and our evaluations of situations we</li> </ol>	<p><b>Motivation and Emotion</b></p> <ol style="list-style-type: none"> <li>1. Psych.9-12.SPP.4.1.1 Psych.9-12.SPP.4.1.2</li> <li>2. Psych.9-12.SPP.4.2.1 Psych.9-12.SPP.4.2.2</li> <li>3. Psych.9-12.SPP.4.3.1 Psych.9-12.SPP.4.3.2 Psych.9-12.SPP.4.3.3</li> <li>4. Psych.9-12.SPP.4.4.1 Psych.9-12.SPP.4.4.2 Psych.9-12.SPP.4.4.3 Psych.9-12.SPP.4.5.1 Psych.9-12.SPP.4.5.2</li> <li>5. Psych.9-12.SPP.2.1.4</li> </ol> <p><b>Personality</b></p> <ol style="list-style-type: none"> <li>6. Psych.9-12.SPP.2.1.1</li> <li>7. Psych.9-12.SPP.2.1.2</li> <li>8. Psych.9-12.SPP.2.1.2</li> <li>9. Psych.9-12.SPP.2.1.3</li> <li>10. Psych.9-12.SPP.2.1.4</li> <li>11. Psych.9-12.SPP.2.2.1 Psych.9-12.SPP.2.2.2 Psych.9-12.SPP.2.2.3</li> <li>12. Psych.9-12.MPHP.2.1.1</li> <li>13. Psych.9-12.MPHP.2.2.3</li> <li>14. Psych.9-12.MPHP.2.2.3</li> <li>15. Psych.9-12.MPHP.2.2.4</li> </ol> <p><b>Social</b></p> <ol style="list-style-type: none"> <li>16. Psych.9-12.SPP.1.2.4</li> <li>17. Psych.9-12.SPP.1.1.1 Psych.9-12.SPP.1.1.2 Psych.9-12.SPP.1.1.3</li> <li>18. Psych.9-12.SPP.1.2.4</li> <li>19. Psych.9-12.SPP.1.2.2</li> </ol>

<p>encounter.</p> <p>12. Recognize the beneficial and harmful reactions people have to stress.</p> <p>13. Interpret the defensive and active coping strategies that people use to deal with stress.</p> <p>14. Infer how college and work can lead to stress and what to do about it.</p> <p><b>Social</b></p> <p>15. Relate how we depend on others to survive and the factors that influence our attraction to others.</p> <p>16. Appraise the ways in which we explain the behavior of ourselves and others by making judgments about them based on our perceptions of them.</p> <p>17. Explore the different types of love and relationships people experience throughout their lives.</p> <p>18. Define a group and explore how groups are unified by shared attitudes and standards.</p> <p>19. Comprehend how people in groups respond to peer pressure or figures of authority.</p> <p>20. Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.</p> <p>21. Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.</p> <p>22. Relate how attitudes define us and how they are formed and changed.</p> <p>23. Explain how persuasion can be used to influence behavior.</p>	<p>Psych.9-12.1T.C</p> <p>20. Psych.9-12.SPP.1.1.2 Psych.9-12.SPP.1.1.3</p> <p>21. Psych.9-12.SPP.1.2.5</p> <p>22. Psych.9-12.SPP.1.1.3</p> <p>23. Psych.9-12.SPP.1.1.3</p> <p>24. Psych.9-12.SPP.1.1.2</p>
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources

<p><b>Motivation Emotion Stress and Health</b>  Classroom notes with videos  Guided notes  Hunger Games  Make your own Bingo  Intrinsic Motivation and Achievement Scale  Ted Talks Stress activity  The Triumphant Tragedy of Motivation Article  Learning Curve Activities</p> <p><b>Personality</b>  Classroom notes with videos  A Life on the Run  Assignment/Article  Cat in the Hat assignment  Defense Mechanism Activity/Practice  Grinch Humanism Activity  Myers Briggs Worksheet  Projective Personality Tests  Venn Diagram Comparison of 4 theories</p> <p><b>Social</b>  Classroom notes with videos  Attribution worksheet  Stereotype worksheet  Zimbardo discussion  questions from website</p> <p>Reading Guides for Myers 3ed  Folder of resources</p>	<p><b>Motivation Emotion Stress and Health</b>  Myers' Psychology for AP 3rd Edition Updated  Module 52: Motivational Concepts  Module 53: Hunger Motivation  Module 54: Sexual Motivation  Module 55: Affiliation and Achievement  Module 56: Theories and Physiology of Emotion  Module 57: Expressing Emotion  Module 58: Stress and Illness  Module 59: Health and Happiness  Activity: Learning Curve with the above units</p> <p><b>Personality</b>  Myers' Psychology for AP 3rd Edition Updated  Module 60: Psychoanalytic Theories  Module 61: Humanistic Theories  Module 62: Trait Theories  Module 63: Social Cognitive Theories  Module 63: Exploring the Self  Activity: Learning Curve with the above units</p> <p><b>Social</b>  Myers' AP for Psychology 3rd Edition Updated  Module 74: Attributions, Attitudes and Actions  Module 75: Conformity and Obedience  Module 76: Group Behavior  Module 77: Prejudice and Discrimination  Module 78: Aggression  Module 79: Attraction  Module 80: Altruism, Conflict and Peacemaking  Activity: Learning Curve with</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Big Five Personality Test</a></li> <li>• <a href="#">Zimbardo Prison Experiment</a></li> <li>• <a href="#">Shared emotion article</a></li> <li>• <a href="#">The Science of Emotion</a></li> </ul>
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	the above units 40 Famous Experiments <a href="#">Reading quizzes</a>	
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**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

**Assessments:**

Formative	Summative
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Warm Up activities</li> <li>• Textbook readings and Learning Curve</li> <li>• Whole-class discussion during content lectures</li> <li>• Note taking</li> <li>• EdPuzzles</li> <li>• Critical analysis of primary and secondary sources with guided questions</li> <li>• Graphic organizers</li> <li>• AAQ's</li> <li>• EBQ's</li> <li>• Actively Learn Articles</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> <li>• Cumulative Vocabulary Quizzes</li> <li>• Unit Test - Major Assessment</li> <li>• Authentic Assessment - Major Assessment</li> </ul>

**Interdisciplinary Connections**

English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how

they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
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- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.A.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.
- S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- S-ID.A.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.
- S-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.
- S-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

## 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

#### Career Readiness

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

## 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.

## Course Title AP Psychology Unit # 4

### Unit Title: Clinical Psychology and Test Prep

**Updated:** June 2024

#### Unit Overview:

This unit explores the physical and mental ways of dealing with stress through positive psychology and the clinical aspect of Psychology. Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the rest of the course. Students will learn about the different disorders and how different psychologists would explain the etiology and prescribe a treatment plan, depending on the historical and modern perspective.

The second half of this unit focuses on preparing for the College Board AP exam. This exam is somewhere in the first two full weeks in May. Students will practice test taking skills on the multiple choice as well as the Article Analysis and Evidence Based Questions. After the exam, students will be working on creative or research projects within the field of Psychology.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"><li>1. What is positive psychology?</li><li>2. What are psychological disorders?</li><li>3. What various types of psychological disorders have psychologists developed?</li><li>4. What do psychological disorders look like around the globe and how are they different depending on society?</li><li>5. How have psychological disorders changed over recent history?</li><li>6. What is psychotherapy?</li></ol>	<ol style="list-style-type: none"><li>1. Psychologists use positive psychology to enhance well-being and cope with stress.</li><li>2. Psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li><li>3. The major psychological disorders include Neurodevelopmental disorders, Schizophrenia Spectrum</li></ol>

<ol style="list-style-type: none"> <li>7. Why do psychologists use humanistic therapy?</li> <li>8. Why do psychologists use cognitive and behavior therapies?</li> <li>9. What biological approaches to treatment are available?</li> </ol>	<p>Disorders, Bipolar and related disorders, Depressive Disorders, Anxiety Disorders, Obsessive-Compulsive Disorders, Trauma and Stress Related Disorders, Dissociative Disorders, Somatic Symptom Disorders and others as categorized by the DSM 5r.</p> <ol style="list-style-type: none"> <li>4. Disorders are different depending on the culture of the society and what might be considered abnormal in one culture will not be in another.</li> <li>5. APA has changed what is considered a disorder as it has changed with the times with the deletion of Homosexuality in the DSM and the entrance of Internet addiction</li> <li>6. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders.</li> <li>7. Humanistic therapy helps people reach their full potential.</li> <li>8. Cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>9. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.</li> </ol>
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**Vocabulary (Key Terms) - Tier 2 and 3**

**Tier 2:** feel-good, do-good phenomenon, resilience, ambiguous, analogy, anger, bias, cite, concurrent, conformity, consent, criteria, environment, explicit, group, happiness, hypothesis, implicit, individual, manipulative, norm, random, sadness, significant, stable, stratified, stress

**Tier 3:** subjective well-being, adaptation level phenomenon, relative deprivation, broaden-and-build theory, character strengths and virtues, attention deficit/hyperactivity disorder (ADHD), medical model, DSM-5, generalized anxiety disorder, panic disorder, specific phobias, social anxiety disorder, agoraphobia, obsessive-compulsive disorder (OCD), hoarding disorder, post-traumatic stress disorder (PTSD)

major depressive disorder, persistent depressive disorder, mania, bipolar I disorder, bipolar II disorder, schizophrenia, psychosis, delusions, hallucination, somatic symptom disorder, conversion disorder, illness anxiety disorder, dissociative disorders, dissociative identity disorder (DID), dissociative amnesia (with & without fugue), anorexia nervosa, bulimia nervosa, personality disorders, antisocial personality disorder, psychotherapy, biomedical therapy, eclectic approach, resistance, interpretation, transference, psychodynamic

therapy, insight therapies, client-centered therapy, active listening unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure , therapy aversive conditioning  
 19. token economy, cognitive therapy, rational-emotive behavior therapy, cognitive-behavioral therapy (CBT) group therapy, family therapy, psychopharmacology, antipsychotic drugs, antianxiety drugs, antidepressant drugs, electroconvulsive therapy (ECT) psychosurgery, lobotomy

<b>Unit Learning Targets/Goals/Outcomes:</b>	
<b>Learning Target</b>	<b><a href="#">APA National Standards for High School Psychology Curricula 2022</a></b>
<ol style="list-style-type: none"> <li>1. Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li> <li>2. Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.</li> <li>3. Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.</li> <li>4. Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression</li> <li>5. Predict how personality disorders and drug addiction prohibit normal relationships and normal functioning.</li> <li>6. Categorize psychotherapy and how it is the general term for several approaches used to treat psychological disorders.</li> <li>7. Evaluate how cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>8. Generalize how biological approaches to treatment rely on methods such as medication, electric shock therapy and surgery to help clients.</li> </ol>	<p>Clinical</p> <ol style="list-style-type: none"> <li>1. Psych.9-12.MPHP.1.1.1 Psych.9-12.MPHP.1.1.2</li> <li>2. Psych.9-12.MPHP.1.1.4 Psych.9-12.MPHP.1.1.5</li> <li>3. Psych.9-12.MPHP.1.1.3 Psych.9-12.MPHP.1.1.4 Psych.9-12.MPHP.1.2.2</li> <li>4. Psych.9-12.MPHP.1.2.3</li> <li>5. Psych.9-12.MPHP.1.1.5</li> <li>6. Psych.9-12.MPHP.3.1.1 Psych.9-12.MPHP.3.1.2</li> <li>7. Psych.9-12.MPHP.3.2.1</li> <li>8. Psych.9-12.MPHP.3.1.3 Psych.9-12.MPHP.3.2.2 Psych.9-12.MPHP.3.2.3</li> </ol>

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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<p><b>Clinical</b> Classroom notes with videos Guided notes Reading Guides Bellevue Inside and Out Documentary Case Studies</p> <p>Reading Guides for Myers 3rd ed</p> <p>Folder of resources</p> <p><b>Test Prep</b> Games Puzzles Review Test questions Practice Tests</p> <p>Folder of Resources</p> <p><b>After AP Exam</b></p> <p>Folder of Resources</p>	<p><b>Clinical</b> Myers' Psychology for AP 3rd Edition Updated Module 65 Introduction to Psychological Disorders Module 66 Anxiety, OCD and PTSD Module 67 Depressive Disorders, Bipolar, Suicide and Self Injury Module 68 Schizophrenia Module 69 Other Disorders Module 70 Intro to Treatment, Psychodynamic and Humanistic Therapy Module 71 Behavior, Cognitive and Group Therapy Module Biomedical and Preventing Therapy Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p> <p><b>Test Prep</b> Barron's AP Test Prep</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Free Test Prep</a></li> </ul>
<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">MLL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>		

<b>Assessments:</b>
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Formative	Summative
<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Warm Up activities</li> <li>● Textbook readings and Learning Curve</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● AAQ's</li> <li>● EBQ's</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Module Vocabulary Quizzes</li> <li>● Cumulative Vocabulary Quizzes</li> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> </ul>

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<p>English Language Arts</p> <ul style="list-style-type: none"> <li>● RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</li> <li>● RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</li> <li>● RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</li> <li>● RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>● RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</li> <li>● RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</li> <li>● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</li> </ul>

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

## 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](#)