

Marking Period	Unit Title	Recommended Instructional Days
4th Marking Period	Unit 4: AP Psychology - Developmental Domain	35 - 45
NJSLS Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas: <ul style="list-style-type: none"> ● Thinking and Learning ● Psychological Disorders ● Treatment of Psychological Disorders ● Motivation and Emotion ● Stress, Coping and Health 	Performance Expectation: Thinking and Learning <ul style="list-style-type: none"> ● IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communications. 3.1a Defining the properties of meaningfulness, structure, and reference in language 3.1b Demonstrating that language is not limited to sounds by using American Sign Language ● IVC-3.2 Recognize that language is organized in a hierarchical structure. 3.2a Identifying the basic unit of language as phonemes that are combined in meaningful strings known as morphemes 3.2b Providing examples of how morphemes combine to form words, phrases, and 	

	<p>sentences 3.2c Describing the role of grammar in language systems</p> <ul style="list-style-type: none">● IVC-4.1 Discuss the effects of development on language acquisition. 4.1a Tracing the stages of language development from infancy to childhood 4.1c Using case studies such as Genie or the Wild Boy of Aveyron to examine language development● IVC-4.2 Evaluate the theories of language acquisition. 4.2c Discussing the effect of culture on language acquisition 4.2d Debating the advantages and disadvantages of bilingual education● IVC-5.1 Examine the influence of language on thought and behavior. 5.1a Evaluating Whorf's linguistic relativity theory that language determines or only influences thought 5.1b Providing examples, such as how sexist language can influence thought processes 5.1c Comparing differing cultural practice regarding expressions of	
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	<p>respect or formal pronoun use</p> <p>Psychological Disorders</p> <ul style="list-style-type: none">● VA-1.1 Distinguish the common characteristics of abnormal behavior. 1.1a Listing criteria that distinguish normal from disordered behavior 1.1b Identifying patterns of behavior that constitute abnormality 1.1c Describing how some abnormal behaviors may be designated as abnormal only in particular historical or cultural context● VA-1.2 Cite examples of abnormal behavior. 1.2a Describing observable symptoms of abnormal behavior 1.2b Distinguishing disorders on the basis of severity of interference● VA-1.3 Relate judgments of abnormal behavior. 1.3a Recognizing the influence of context in designating abnormal behavior 1.3d Acknowledging sociocultural implications of labeling behavior as abnormal 1.3e Citing examples of misdiagnosis	
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	<p>that may result from evaluator ignorance of relevant cultural and situational norms of behavior</p> <ul style="list-style-type: none">● VA-1.4 Describe the major explanations for the origins of abnormality. 1.4a Describing biological approaches as explaining disorders arising from physiological sources 1.4b Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning 1.4c Identifying sociocultural approaches as explaining how sociocultural factors, such as class and gender, influence diagnosis 1.4d Defending spiritually based explanations for abnormal behavior (e.g., soul loss, transgression against ancestor) 1.4e Recognizing that a label, such as schizophrenia, does not explain, but only describes abnormal behavior patterns 1.4f Exploring the long-term impact of	
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	<p>diagnostic labels even after successful treatment</p> <ul style="list-style-type: none">• VA-1.4 Describe the major explanations for the origins of abnormality. 1.4a Describing biological approaches as explaining disorders arising from physiological sources 1.4b Characterizing psychological approaches as explaining disorders derived from psychological sources, such as emotional turmoil, distorted thinking, and learning 1.4c Identifying sociocultural approaches as explaining how sociocultural factors, such as class and gender, influence diagnosis 1.4d Defending spiritually based explanations for abnormal behavior (e.g., soul loss, transgression against ancestor) 1.4e Recognizing that a label, such as schizophrenia, does not explain, but only describes abnormal behavior patterns 1.4f Exploring the long-term impact of diagnostic labels even after successful treatment	
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	<ul style="list-style-type: none">● VA-2.1 Identify the purpose of different research methods. 2.1a Describing methods used in research on abnormal behavior, such as case studies, experiments, and surveys● VA-3.1 Discuss major categories of abnormal behavior. 3.1a Explaining selected psychological disorders as classified in the Diagnostic and Statistical Manual 3.1b Identifying symptoms of selected categories of disorders● VA-3.2 Explore the challenges associated with accurate diagnosis. 3.2a Examining the influence of cultural, ethnic, racial, age, religious, gender, social class ability/disability, or sexual orientation bias on diagnosis 3.2b Explaining how psychologists with different orientations produce different diagnostic conclusions about the same case example 3.2c Exploring how definitions of abnormality differ over time and across culture● VA-4.1 Consider factors that influence vulnerability	
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	<p>to abnormal behavior. 4.1a Exploring how sociocultural factors influence vulnerability to abnormal behavior 4.1b Describing the role of heredity as it influences risk for abnormal behavior 4.1c Identifying sociocultural factors that can help to explain the higher incidence of depression in women than in men (e.g., workplace discrimination, family violence, and poverty)</p> <ul style="list-style-type: none">● VA-4.2 Discuss the stigma associated with abnormal behavior. 4.2b Hypothesizing about how abnormal conditions might influence acceptance in contemporary life● VA-4.3 Speculate about means for promoting greater understanding of abnormal behavior. 4.3a Describing historic effects to promote tolerance of those stigmatized by mental disorder 4.3b Developing a strategy to promote support for individuals (e.g., children, adolescents and	
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	<p>adults) with specific mental disorders</p> <p>Treatment of Psychological Disorders</p> <ul style="list-style-type: none">• VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g. children, adolescents, and adults) with psychological disorders. 1.1a Describing major treatment orientations used in therapy, such as behavioral, cognitive, psycho-analytic, humanistic, feminist, and biomedical 1.1b Distinguishing psychotherapy from medical intervention and spiritual support 1.1c Describing different treatment formats, such as individual, couple therapy, or group therapy 1.1d Explaining how different treatment orientations will influence the therapy plan 1.1e Discussing how theoretical orientations may promote specific treatment biases• VB-1.2 Describe characteristics of effective	
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	<p>treatment and prevention. 1.2d Identifying criteria for evaluating successful treatment</p> <ul style="list-style-type: none">● VB-2.1 Identify therapists according to training. 2.1b Debating the advantages and disadvantages of different types of practitioners● VB-3.1 Describe the intersection between mental health and law. 3.1b Distinguishing “competent to stand trial” versus “legally insane” status● VB-3.2 Examine the influence of ethics and professional practice. 3.2a Identifying the therapist’s ethical obligation to practice competently <p>IIC-1.1 Apply motivational concepts to the behavior of human and other animals. 1.1a Describing their own motives, goals, and values 1.1b Analyzing the goals and experiences in a case study or vignette 1.1d Analyzing factors that may increase their intrinsic motivation for studying psychology 1.1e Explaining how the effect of teacher</p>	
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	<p>praise or punishment on student motivation depends on the student's attribution</p> <p>Motivation and Emotion</p> <ul style="list-style-type: none">● IIC-2.1 Describe the interaction of internal cues and learning on basic drives. 2.1a Explaining why one becomes hungry when one smells bread baking or hears an ice cream truck 2.1b Discussing how the concepts of homeostasis and adaptation level can be applies in understanding motivated behavior● IIC-2.2 Describe the situational cues giving rise to anger and fear. 2.2a Analyzing occasions on which they became angry or afraid 2.2b Evaluating personal experiences of discrimination giving rise to fear and/or anger● IIC-2.3 Describe the situational cues and individual characteristics giving rise to curiosity and anxiety. 2.3a Explaining why one person would be curious and another anxious in the same situation● IIC-3.1 Major theories of motivation. 3.1a Applying	
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	<p>Maslow's theory to make predictions about meeting needs 3.1b Citing research to support a theory of motivation 3.1c Comparing and contrasting two theories of motivation</p> <ul style="list-style-type: none">● IIC-4.1 Explain how common motives and emotions develop. 4.1a Describing how the development of their own motives was affected by their parents, peers, and genetic and biological factors 4.1b Describing changes in their own motivation from the beginning of the school year to the present 4.1c Identifying how motivation for food develops 4.1e Describing how expectations about menstruation effect "premenstrual symptoms" and emotions● IIC-5.1 Use expectancy-value theory to explain their own and others' behavior. 5.1b Using strategies for motivating themselves for desired behaviors, such as studying	
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	<ul style="list-style-type: none">● IIC-6.1 Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories. 6.1a Citing research to support a theory of emotion 6.1b Comparing and contrasting two theories 6.1c Discussing key ideas of emotional intelligence● IIC-6.2 Explaining how emotions and behaviors are related. 6.2a Describing how emotions related to non-verbal communication Stress, Coping and Health● IID-1.1 Identify and explain major sources of stress. 1.1c Explaining and giving examples of approach-approach, approach-avoidance and avoidance- avoidance conflicts 1.1d Explaining how the hassles of contemporary life are a source of stress 1.1i Describing the impact of poverty on levels of daily stress● IID-2.1 List and explain possible physiological reactions to stress. 2.1b Describing Selye's General Adaptation Syndrome	
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	<p>(GAS) 2.1c Describing how stress can affect the immune system</p> <ul style="list-style-type: none">● IID-3.1 List and explain possible psychological reactions to stress. 3.1a Relating personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships 3.1c Describing how stress may have positive outcomes 3.1d Discussing how cultural differences can influence one's reaction to stress● IID-4.1 Identify and explain cognitive strategies to deal with stress and promote health. 4.1a Describing how the use of problem solving and other cognitive strategies may help to cope with stress and promote health● IID-4.2 Identify and explain behavioral strategies to deal with stress and promote health. 4.2a Explaining how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative	
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	<p>effects of stress and promote health 4.2d Discussing the pros and cons of seeking professional help to cope with stress</p>	
<p>Core Ideas:</p> <ul style="list-style-type: none"> ● Key Ideas & Details ● Craft & Structure ● Integration of Knowledge and Ideas ● Range of Reading ● Text Types and Purposes ● Production and Distribution of Writing ● Research to Build and Present Knowledge ● Range of Writing 	<ul style="list-style-type: none"> ● NJSLA.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. ● NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure ● NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how 	

	<p>specific word choices shape meaning or tone.</p> <ul style="list-style-type: none">● NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.● NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.● NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.● NJSLA.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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
- 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.
- W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a

	<p>day or two) for a range of tasks, purposes, and audiences.</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> • Civic participation and deliberation are essential characteristics of productive citizenship • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Governments around the world support universal human rights to varying degrees. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> • 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. • 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. • 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • What is the difference between verbal and non-verbal communication? • How do men and women communicate differently? • How do you define a psychological disorder? • How would classify and label anxiety, mood, dissociative and personality disorders? • How can you differentiate between the psychological therapies of: psychoanalysis, humanistic, behavior, cognitive, family, and group? • What medical technology is available for treatment? • What are the historical and biological explanations of motivation? • What are the theories of emotion? • How do we express emotion? • How does stress effect our perceive control? • What makes a healthy lifestyle? <p>Activity Description:</p> <ul style="list-style-type: none"> • Demonstrate active listening skills o Practice verbal communication skills • Present non-verbal communication skills • Examine defense mechanisms • Decifier the DSM IV • Recognize anxiety disorders • Summarize schizo • Sequence dissociative disorders

	<p>strategies, and presenting possible actions.</p> <ul style="list-style-type: none"> ● 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. ● 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 	<ul style="list-style-type: none"> ● Differentiate mood disorders ● Label Maslow’s hierarchy ● Illustrate different incentives ● Ponder hunger as a primary drive ● Establish achievement as a motivator ● Criticize theories of emotion ● Enhance Masters and Johnson Theory ● Inspect patterns of arousal ● Simplify the three major theories of emotions ● Compare and contrast the MIDM with the WRIM ● Engage in debates and discussions ● Read, write and listen ● Conduct research ● Present research ● Solve problems ● Make presentations ● Collaborate with peers ● Use content appropriate vocabulary ● Engage in simulations ● Interpret and analyze charts and graphs relevant to course material ● Watch videos explaining content and concepts ● Complete DA’s ● Write book reports
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations 		<p>Interdisciplinary Connections:</p> <p>Science: research and report on a topic where psychology and science connect (e.g. neuroscience)</p> <p>Math: select a relevant topic and chart its impact</p> <p>Art: create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme)</p> <p>ELA: summarize your topic; read a book or an article relevant to the unit and write a response; write a poem</p>

<ul style="list-style-type: none"> Engaging in Civil Discourse and Critiquing Conclusions Taking Informed Action 		<p>Physical Education: analyze a sport or a sporting event through an psychological lens</p>
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	
<ul style="list-style-type: none"> Self- awareness Social Awareness Self- Management Relationship Skills Responsible Decision-Making 	<ul style="list-style-type: none"> Recognizing the importance of self-confidence in handling daily tasks and challenges. Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and social skills to interact effectively with others. Develop, implement, and model effective problem 	

	solving and critical thinking skills.		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Unit summaries/definitions ● Quizzes ● Current events reports ● Class Participation ● Collins Writing Types 1&2 ● Diagrams 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● District Assessment <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Term paper (APA format) ● Unit tests ● Timed AP Tests ● Posters (Prenatal to dying/death) ● Research Paper ● Collins Writing Types 3-5 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>Myers, Psychology (AP) 2nd Edition, BFW Worth</i> ● <i>Cases Studies (Thinking About Psychology)</i> ● <i>Psychology Today</i> <i>On-line Articles</i> 	<ul style="list-style-type: none"> ● Skill building activities ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> ● <i>Candlelight Yoga (States of Consciousness Chapter)</i> ● <i>Amistad Curriculum</i> ● <i>Holocaust & Genocide Education Curriculum</i> ● <i>JStor</i> ● <i>NewsELA</i> ● <i>Periodicals</i> ● <i>Films</i> 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> ● Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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	<ul style="list-style-type: none"> • Oral rather than written answers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy • Standard 9.2 Career Awareness, Exploration, Preparation and Training • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy
	<p>Core Ideas:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>

	Performance Expectation/s:	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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