

Rumson-Fair Haven Regional High School

Course: *AP Psychology*

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Board Approval: August 2024

Section I: Course Description

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives:

1. **2020 New Jersey State Learning Standards-Social Studies:**
 - "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."
2. **2023 New Jersey Student Learning Standards-English Language Arts**
 - The ELA Standards were revised in 2023 with the intent to build "readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language; read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success; engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences); leverage complex texts and digital media to develop comprehension, active listening, and discussion skills; ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens; evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media; express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines; learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - "This standard outlines 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."

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *AP Psychology* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *AP Psychology* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLSA*, the *ACT*, the *PSAT* and the *SAT*. *AP Psychology* is also aligned with the College Board Advanced Placement exam.

Section V: Curriculum Pacing Guide

Course Title: <i>AP Psychology</i>	Grade Level: 11-12
Unit 0: Introduction to Psychological Science Practices	Weeks 1-4
Unit I: Biological Bases of Behavior	Weeks 5-10
Unit II: Cognition	Weeks 11-15
Unit III: Development and Learning	Weeks 16-23
Unit IV: Social Psychology and Personality	Weeks 24-28
Unit V: Mental and Physical Health	Weeks 29-32
Unit VI: Applications of Psychology	Weeks 33-40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *AP Psychology*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Myers, DeWall, Hammer. *Psychology for the AP Course, Fourth Edition*. New York, NY: bedford, freeman, & worth, 2024
- AP Classroom
- YouTube ([YouTube: Home](https://www.youtube.com))
- Class Companion ([Class Companion - AI Teaching Assistant](#))
- Hock, Roger R. *Forty Studies That Changed Psychology: Explorations Into the History of Psychological Research*. 7th ed. Upper Saddle River, N.J. ; London, Pearson, 2013.
- Laura Lincoln Maitland, and Laura Sheckell. *5 Steps to a 5: AP Psychology 2024*. McGraw Hill Professional, 28 July 2023.
- Wardle, Tim, et al. *Three Identical Strangers*. Universal City, CA, Universal Pictures Home Entertainment, 2018.
- *Inside Out*. Burbank, CA, Walt Disney Studios Home Entertainment, 2015.
- *Inside Out 2*. Burbank, CA, Walt Disney Studios Home Entertainment, 2024.

Section VII: Grading Formula and Assessment Modes

Marking period grades in *AP Psychology* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP Psychology* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be

used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *AP Psychology* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *AP Psychology* curriculum by the *AP Psychology* instructional team:

Unit 0: Introduction to Psychological Science Practices	
Unit Summary	
<p>In this unit, students will begin their understanding of psychology as a social science that incorporates elements of both social studies and the scientific method. Students will compare different psychological perspectives, including the behavioral, psychodynamic, cognitive, humanistic, evolutionary, and biopsychosocial perspectives in order to obtain a baseline for further study in more specific content areas throughout the course. Additionally, students will learn about different types of studies– non-experimental, correlational, and experimental studies– in order to weigh the advantages and challenges of each. Students will explore the ethical considerations necessary in the field of psychology that have changed over time and continue to shape the future of discovery in this subject. Finally, students will have their first experience with engaging in data organization and interpretation, understanding how data is integral to seeing patterns in thoughts and behavior as well as to supporting or refuting a hypothesis.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Psychology</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12:</i> <ul style="list-style-type: none"> ○ Language: L.SS.11-12.1, L.VL.11-12.3 ○ Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8 ○ Writing: W.AW.11-12.1, 12.2, RW.11-12.7 ○ Speaking and Listening: SL.11-12.1, 12.2, 12.3 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.DA.1, 5, 8.2.12.ITH.3, 8.2.12.EC.1, 3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2; 9.4.2.CT.1-3 <p>This course is also aligned with the standards set out by the College Board in the most updated <i>AP Psychology</i> Course and Exam Description.</p>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How is psychology a science? ● What are the three key elements of the scientific attitude, and how do we support scientific inquiry? ● How does critical thinking feed a scientific attitude in everyday life? ● How do cognitive biases illustrate why science-based answers are more valid than those based on common sense? ● How do theories advance psychological science? ● *How do psychologists use various methods to observe and describe behavior? ● *What is correlation, and how can it be illusory? ● How does experimentation demonstrate cause and effect? ● How do psychologists know which research design to use? ● *What ethical research guidelines 	<ul style="list-style-type: none"> ● Psychology’s findings are the result of a scientific approach– based on careful observation and testing. ● The scientific attitude enables us to be curious, skeptical and humble in analyzing competing ideas or our own observations. ● Critical thinking puts ideas to the test by examining assumptions, appraising the source, discerning biases, and assessing conclusions. ● Hindsight bias, overconfidence, and the tendency to perceive patterns in random events lead us to make poor judgements about the world. ● Psychological theories allow for the generation of hypotheses, which are tested with studies that operationalize variables to allow for replication. ● *Non-experimental methods describe but do not explain behavior because these methods do not control variables that can affect behavior. ● *Correlation is the degree to which two variables are related to one another and how well one predicts the other. Illusory correlations are random events that we notice and falsely assume are related. ● Experiments allow for cause and effect relationships because they use random assignment, manipulate the independent variable, and utilize blind procedures whenever plausible. ● Psychologists design studies and choose research methods that will best provide meaningful results.

<p>do psychologists follow to safeguard human and animal welfare?</p> <ul style="list-style-type: none"> • What are descriptive statistics? • How do we describe data using measures of central tendency and percentile rank? • Why do we use measures of variation? • What are inferential statistics? • How do we determine whether a difference between groups can be generalized to other populations? 	<ul style="list-style-type: none"> • *Psychologists protest human and animal subjects' well-being by following ethical guidelines like informed consent, debriefing, and minimal risk of harm. • Researchers use descriptive statistics to measure and describe characteristics of groups, including the mean, median, and mode. • A measure of central tendency is a single score that represents a whole set of scores, and percentile rank indicates what percentage of scores falls beneath a given score. • Inferential statistics include ways of determining the reliability and significance of an observed difference between the results of different groups. • An observed difference between groups has statistical significance if the sample averages are reliable and the difference between them is large.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Student outlines • Student class notes • Perspectives slide activity • Research methods strengths and weaknesses • Correlational studies practice • Experimental vs. correlational research activity • *Variables activity • Unethical experiments discussion* • Research scenario analysis • Shoe size and hair length lab • *Research methods review activity • AAQ practice • AAQ homework responses • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Summer Assignment Seminar (Benchmark) • Unit 0 Test (Benchmark) • Unit 0-1 Summative 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Myers' <i>Psychology for AP: 4th Edition</i> • Myers' <i>Psychology for AP: 4th Edition</i> lecture slides • Myers' <i>Psychology for AP: 4th Edition</i> test bank • "Solely" Statistics Lab materials • Rutgers APSI AAQ resources • TOPSS resources • Top Ten Unethical Psychological Experiments • Nearpod • AP Classroom • YouTube • Quizizz • EdPuzzle • Class Companion
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Unit I: Biological Bases of Behavior

Unit Summary

In this unit, students will learn that psychology is the scientific study of behavior and mental processes. All psychological phenomena studied throughout *AP Psychology* have a biological basis. This unit focuses on how the functions of our biological systems influence our physical and mental actions and responses. Knowledge of biological functions and mechanisms, especially how neurons communicate, how the brain functions, and how sleep and sensation impact behavior and mental processes, will help students gain a more comprehensive understanding of psychology throughout the course as well as awareness of how all behaviors and mental processes are based in biological operations. For instance, in Unit II, students will learn that biological mechanisms are vital to memory, and in Unit IV, they will discover that damage to certain biological structures can be the cause of psychological disorders.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Psychology*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12:*
 - Language: L.SS.11-12.1, L.VL.11-12.3
 - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
 - Writing: W.AW.11-12.1, 12.2, RW.11-12.7

- Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.1, 3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2; 9.4.2.CT.1-3

This course is also aligned with the standards set out by College Board in the most updated *AP Psychology Course and Exam Description*.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *What is the relationship between heredity and environment in shaping behavior and mental processes? ● How can we differentiate between the subsystems of the human nervous system and their functions? ● How do the structures and functions of typical neurons in the central nervous system affect behavior and mental processes? ● How is the basic process of neural transmission related to behavior and mental processes? ● How do psychoactive drugs affect behavior and mental processes? ● How do the structures and functions of the brain apply to behavior and mental processes? ● To what extent does the sleep/wake cycle affect behavior and mental processes throughout the day and night? ● How is the process of sensation related to behavior and mental processes? ● How are the structures and functions of the visual sensory system related to behavior and mental processes? ● How are the structures and functions of the auditory sensory system related to behavior and mental processes? ● How are the structures and functions of the chemical sensory systems related to behavior and mental processes? 	<ul style="list-style-type: none"> ● *Heredity and environmental factors interact to shape behavior and mental processes. ● The central nervous system includes the brain and the spinal cord and interacts with all processes in the body. The peripheral nervous system relays messages from the central nervous system to the rest of the body and includes the autonomic and somatic nervous systems. The autonomic nervous system governs processes that are involuntary, while the somatic nervous system governs processes that are voluntary. ● Two common types of neural cells in the brain are neurons (neural cells that transmit information) and glial cells (cells that provide structure, insulation, communication, and waste transport). These types of cells are the building blocks of all behavior and mental processes. ● The process of neural transmission most commonly occurs in an orderly, systematic way and involves the all-or-nothing principle, depolarization, refractory period, resting potential, re-uptake, and threshold. Each neurotransmitter has specific function(s) related to behavior and mental processes. ● Psychoactive drugs can influence neurotransmitter function in various ways throughout the neural communication process. Some act as agonists, which encourage neural firing, while some act as antagonists, which discourage neural firing. ● The brain stem generally controls basic functioning such as breathing and heart rate. The reticular activating system and the brain's reward center generally control some voluntary movement, eye movement, and some types of learning, cognition, and emotion. The cerebellum generally controls coordination of muscle movement, balance, and some forms of procedural learning. The cerebral cortex is divided into two hemispheres and includes the limbic system (thalamus, hypothalamus, pituitary gland, hippocampus, amygdala), corpus callosum, and the lobes of the cortex. ● Research on the brain is done using scans, case studies, and surgical procedures to promote understanding of how the different structures of the brain work and how the brain functions together as a whole. ● Consciousness has varying levels of awareness of thoughts, feelings, behavior, and events in individuals' internal and external worlds. Sleep and wakefulness are two types of consciousness. The sleep/wake cycle is a circadian rhythm, which in humans is about a 24-hour cycle. ● Many disorders interrupt healthy sleep, and their effects on waking behavior and health vary. Sleep disruptions can affect physical and cognitive performance during wakefulness. Common disorders include insomnia, narcolepsy, REM sleep behavior disorder, sleep apnea, and somnambulism. ● Sensation is the process of detecting information from the environment that meets a certain threshold and transducing stimuli into neurochemical messages for processing (perception) in the brain. ● The retina is the photosensitive surface at the back of the eye. Cells in the retina capture visual information that is transduced to the brain for processing.

<ul style="list-style-type: none"> • How are the structures and functions of the touch sensory system related to behavior and mental processes? • How are the structures and functions of the pain sensory system related to behavior and mental processes? • How are the structures and functions that maintain balance and body movement relate to behavior and mental processes? 	<ul style="list-style-type: none"> • Sound occurs through the movement of air molecules at different wavelengths (called pitch) and amplitudes (called loudness). Theories that help explain pitch perception include place theory, volley theory, and frequency theory. • Structures in the nose and brain process and/ or transduce olfactory stimuli. Smell is the only sense not processed first in the thalamus of the brain. Gustation is the sense of taste, and types of tastes include sweet, sour, salty, bitter, umami, and oleogustus. Structures in the tongue, mouth, and brain process and/or transduce basic tastes. • Structures within the skin and brain process and/or transduce touch stimuli. The sensation of “hot” is produced by the activation of warm and cold receptors in the skin. • Pain is processed both in the body and in the brain. Gate control theory is one attempt to describe the complexities of pain. Phantom limb sensation occurs when people who have lost limbs report sensation or pain where the limb used to be. • The vestibular sense controls balance and is primarily detected by the semicircular canals and structures in the brain. Kinesthesia the sense of one’s body movement.
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Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Student outlines • Student class notes • Neuron Quiz • Neurons and Toilets Activity • Nervous System Amusement Park Activity • Neurotransmitter Tinder Profile • Biopsychology Research Scenario analysis • Brain Game activity • States of Consciousness Review activity • Sleep Disorders research and jigsaw • Sleep Stations Activity • Sensation Lab • Sensation Review Carousel • AAQ homework responses • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Unit 1 Test • Sleep AAQ • Unit 0-1 Summative 	<ul style="list-style-type: none"> • Myers’ <i>Psychology for AP: 4th Edition</i> • Myers’ <i>Psychology for AP: 4th Edition</i> lecture slides • Myers’ <i>Psychology for AP: 4th Edition</i> test bank • AP Classroom • Rutgers APSI AAQ resources • TOPSS resources • YouTube • Class VR • EdPuzzle • Class Companion • “The Most Amazing Machine” • “A Great Mystery” • “Connections”

Unit II: Cognition

Unit Summary

In this unit, students will explore how cognition plays a major role in the field of psychology. Building on the knowledge of anatomical structures and biological processes students learned in Unit I, this unit introduces them to the memory processes and contains content that is relevant to their daily lives, such as how people remember and perceive the world around them. In Unit II, students learn about the basic elements of thought, judgment, and problem-solving, as well as research-based strategies for memory improvement that can be directly applicable to their lives outside of the classroom. Students also delve into the measurement of intelligence and achievement, including how these assessments have been used both to identify students with aptitude to increase opportunities in school and the workplace, but also to limit access to jobs, military ranks, and educational institutions. The focus on perception in this unit, coupled with sensation from Unit I, helps connect biological bases of behavior with cognitive psychology—ideas about how expectations and biases filter

sensations to produce perception related to theories about memory construction, forgetting, and judgment. Unit II content will remain important as students move on to discussions of cognitive development in children and adults in Unit III, where they will encounter a reappearance of concepts, such as schema and memory failure.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Psychology*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12:*
 - Language: L.SS.11-12.1, L.VL.11-12.3
 - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
 - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
 - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.1, 3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2; 9.4.2.CT.1-3

This course is also aligned with the standards set out by College Board in the most updated *AP Psychology* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why aren't our memories recorded by the brain exactly how we experienced them? ● How do internal and external factors influence perception? ● How can visual perceptual processes produce correct or incorrect interpretations of stimuli? ● How do psychological concepts and theories account for thinking, problem-solving, judgment, and decision-making? ● What are the types, structures, and processes of memory and how do they work? ● How do different encoding processes work to get information into memory? ● How do memory storage processes retain information in memory? ● How do memory retrieval processes get information out of memory? ● What are some possible reasons why memory failure or errors may occur? ● What modern and historical theories describe intelligence and how? ● How is intelligence measured? ● *To what extent do systemic issues relate to the 	<ul style="list-style-type: none"> ● Perception is influenced by whether one primarily relies on external sensory information or internal prior expectations. Attention is an interaction of sensation and perception that is affected by internal and external processes. ● Binocular depth cues of retinal disparity and convergence utilize images from each eye to provide perception of depth. Monocular depth cues (relative clarity, relative size, texture gradient, linear perspective, and interposition) give the illusion of depth on flat or two-dimensional surfaces. ● Concepts form the basis of thought, while prototypes are the ideal example for any given concept. People form and modify schemas through assimilation and accommodation. Creativity is a way of thinking that includes engaging in divergent thinking. Creative thinking is hindered by functional fixedness. ● Memories for learned knowledge, events, and experiences are differentiated by how they are processed by, stored in, and retrieved by the brain. Explicit memory is a type of memory that is more easily described or explained to others, whereas procedural memory is a type of implicit memory for procedures and processes. ● Encoding involves processes and strategies to get information into memory. ● Sensory memory, short-term memory, working memory, and long-term memory are processes that differ in storage duration, capacity, and content. ● The process of memory retrieval occurs through recall or recognition. The process of memory retrieval can be enhanced when people are in the same environmental space, mood, or physical state as they were when they encoded the information to be retrieved. ● The forgetting curve shows that time is a significant factor in forgetting: forgetting drops rapidly after initial learning and levels off over time. ● Throughout history, consensus about how to define and measure intelligence continues to be elusive and can be subject to bias. Researchers debate whether intelligence is a general ability or is composed of multiple abilities. ● Early formal intelligence tests yielded an intelligence quotient (IQ), which divided mental age by chronological age. In modern times, IQ scores are often used to identify students for educational services.

<p>quantitative and qualitative uses of intelligence assessments?</p> <ul style="list-style-type: none"> *How is academic achievement measured and experienced as compared to intelligence? 	<ul style="list-style-type: none"> Researchers strive to develop assessments of intelligence that are socio-culturally responsive to reduce stereotype threat and potential inequity that may occur due to stereotype lift. *IQ scores across much of the world have generally increased over time (Flynn Effect) due to societal factors, such as higher socioeconomic status and access to better health care and better nutrition. IQ scores tend to vary more within a group than between groups. *Some academic tests attempt to measure what someone knows or what they will be able to do in the future. People’s beliefs about whether intelligence is fixed from birth or malleable due to experience can affect academic achievement.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> Student outlines Student class notes Perceptual constancies scavenger hunt *Bias examples group activity Priming discussion of backmasking songs Stages of memory graphic organizer Forgetting activity Intelligence preconceptions discussion AAQ practice AAQ homework responses EBQ practice Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> Memory Quiz Unit 2 Test Unit 2-3 Summative 	<p>Resources Needed:</p> <ul style="list-style-type: none"> Myers’ <i>Psychology for AP: 4th Edition</i> Myers’ <i>Psychology for AP: 4th Edition</i> lecture slides Myers’ <i>Psychology for AP: 4th Edition</i> test bank AP Classroom Rutgers APSI AAQ and EBQ resources TOPSS resources Rutgers APSI Mock IQ Test AP Psychology Crash Course Carol Dweck’s TED Talk on growth mindset YouTube Quizizz Class Companion “The Learning Machine” “The Mind’s Storehouse” “Thinking and Language”
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Unit III: Development and Learning

Unit Summary

In this unit, students will come to understand that development and learning are about growth and change. The domains of development and learning encountered in Unit III give students opportunities to understand how biological, cognitive, and environmental factors—studied in Units I and II—come together to influence growth throughout the lifespan. While the most noticeable and dramatic growth and development stage occurs from birth to roughly 18 years of age, people continue to grow and develop throughout their lives. Though some aspects of an individual person, such as personality or eye color, remain relatively stable throughout life, other aspects, such as memory retention or sensory acuity, can fluctuate with age. People experience formal and informal learning throughout a significant portion of their lives. Classical conditioning and operant conditioning are two fundamental forms of learning that have been studied extensively for over 100 years. The advent of computers in the mid-20th century brought about new theories and methods for examining learning, and today, artificial intelligence models continue to unlock ways we can better understand how people learn.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Psychology*:

- 2023 *New Jersey Student Learning Standards: English Language Arts 11-12*:
 - Language: L.SS.11-12.1, L.VL.11-12.3
 - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
 - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
 - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- 2020 *New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.I.TH.3, 8.2.12.EC.3

- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.2.CI.1-2; 9.4.2.CT.1-3

This course is also aligned with the standards set out by College Board in the most updated *AP Psychology* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do enduring themes inform developmental psychology? ● In what ways do cross-sectional and longitudinal research design methods used in developmental psychology inform understanding about behavior and mental processes? ● *How do physical development before birth apply to behavior and mental processes? ● How might physical development in infancy and childhood affect behavior and mental processes? ● How does physical development in adolescence apply to behavior and mental processes? ● How does physical development in adulthood apply to behavior and mental processes? ● *In what ways does sex and gender influence socialization and other aspects of development? ● What are and how do theories of cognitive development apply to behavior and mental processes? ● How do key components of language and communication apply to behavior and mental processes? ● How does language develop in humans? ● How does social development relate to behavior and mental processes? ● How does classical conditioning apply to behavior and mental processes? ● How does operant conditioning apply to behavior and mental processes? ● How does social learning apply to behavior and mental processes? 	<ul style="list-style-type: none"> ● Developmental psychology is concerned with both chronological order of development and/or thematic issues in development across the lifespan. Thematic issues of interest to developmental psychologists include stability and change, nature and nurture, and continuous and discontinuous stages of development. ● *Teratogens, maternal illness, genetic mutations, hormonal, and environmental factors can influence the major physical and psychological milestones that occur during prenatal development. ● Physical development in infancy and childhood happens in generally the same order, but the timing of the development can vary. These physical skills develop as children mature, allowing children to develop critical skills needed to become more independent. ● The main physical and psychological milestones that occur in adolescence are the adolescent growth spurt and puberty, in which reproductive ability develops. Adolescents develop primary and secondary sex characteristics during this time, such as menarche and spermatarche. ● Adulthood spans most of the lifespan and is characterized by a general leveling off and then a varying decline in reproductive ability, mobility, flexibility, reaction time, and visual and auditory sensory acuity. ● *Sex is the biological and anatomical characteristics that organisms are born with that determines physical development while gender is the socially assigned characteristics and mannerisms dictated within civilizations that determines social and cultural development. ● According to Piaget, children develop schemas via continuous and discontinuous processes such as assimilation and accommodation. ● According to Vygotsky, children are social learners who learn through interacting with and scaffolding by other people within sociocultural contexts. Ideally, learning occurs while the person is in their zone of proximal development. ● Language is a shared system of arbitrary symbols (often expressed as and combined into phonemes, morphemes, and semantics) that are rule-governed (via grammar and syntax) and generative to produce an infinity of ideas. ● In language development across all cultures, people use nonverbal manual gestures to communicate and develop formal language through specific stages. ● *The ecological systems theory explores how the social environment influences development. ● Classical conditioning focuses on the association of one stimulus with another stimulus to elicit a response. Learning the association involves a series of steps that demonstrate principles of associative learning. ● Operant conditioning focuses on associating consequences (reinforcement and punishment) with behaviors. The Law of Effect states that behaviors with reinforcing consequences are more likely to be repeated while behaviors with punishing consequences are not as likely to be repeated. ● Social learning theory proposes that learning can occur by observation and does not have to involve personal experience with a consequence. Learning can occur by copying the behavior of models.

<ul style="list-style-type: none"> How do cognitive factors in learning apply to behavior and mental processes? 	<p>The more similar a model is, the more likely the behavior is to be learned.</p> <ul style="list-style-type: none"> Insight learning occurs when the solution to a problem occurs without any association, consequence, or model being present. Latent learning occurs when information is learned without reinforcement but is not immediately evident. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> Student outlines Student class notes AAQ practice AAQ homework responses EBQ practice Sock Baby Project Piaget Stages Organizer Attachment Theories Organizer Psychosocial stages character activity Scaffolding challenge Classical and Operant Conditioning in Your Life Classical Conditioning Practice Operant Conditioning Practice Positive and Negative Reinforcement Practice Schedules of Reinforcement Practice Reinforcement and Punishment Diagram Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> Unit 3.1-3.6 Test Conditioning Quiz Learning EBQ (Benchmark) Unit 2-3 Summative 	<p>Resources Needed:</p> <ul style="list-style-type: none"> Myers' <i>Psychology for AP: 4th Edition</i> Myers' <i>Psychology for AP: 4th Edition</i> lecture slides Myers' <i>Psychology for AP: 4th Edition</i> test bank AP Classroom Rutgers APSI AAQ resources TOPSS resources Class Companion Quizizz "Thinking and Language" "The Search for Intelligence" "The Becoming Years" "The Enduring Self" BBC clips on Piaget's stages

Unit IV: Social Psychology and Personality

Unit Summary

In this unit, students will question how social psychology is the study of how other people and groups influence behavior and mental processes, as well as how behavior and mental processes influence an individual's experiences in social situations. This unit explores how external social factors and personality variables come into play in a wide variety of everyday situations for people. Psychologists throughout history have proposed different theories that categorize different personalities and explain their connection to behavior and mental processes. Various perspectives in psychology have shaped these theories and how psychologists study personality. Some psychologists study what motivates us and/or our emotional responses to understand our individual differences; other psychologists seek to understand why different personalities exist, how they are developed, and if and how they change. As they explore the content of this unit, students will gain understanding about themselves, their peers, their families, and others whom they may meet in day-to-day life and begin to provide insight into factors that may contribute to mental and physical health issues that they will examine in Unit V.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Psychology*:

- 2023 *New Jersey Student Learning Standards: English Language Arts 11-12*:
 - Language: L.SS.11-12.1, L.VL.11-12.3
 - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
 - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
 - Speaking and Listening: SL.11-12.1, 12.2, 12.3

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2; 9.4.2.CT.1-3

This course is also aligned with the standards set out by College Board in the most updated *AP Psychology Course and Exam Description*.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *How does attribution theory apply to behavior and mental processes? ● *How do loci of control (internal and external) apply to behavior and mental processes? ● *How does person perception apply to behavior and mental processes? ● *How do stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination? ● *How does belief perseverance and cognitive dissonance apply to attitude formation and change? ● *To what extent do social situations affect behavior and mental processes? ● *How might being in a group affect an individual's behavior and mental processes? ● *How might prosocial behavior affect behavior and mental processes? ● How does the psychodynamic theory of personality define and assess personality? ● How does the humanistic theory of personality define and assess personality? ● How does the social-cognitive theory of personality define and assess personality? ● How does the trait theories of personality define and assess personality? ● To what extent do theories about motivation apply to behavior and mental processes? ● How does eating and belongingness motivate behavior and mental processes? ● To what extent do theories of emotion apply to behavior and mental processes? ● *To what extent do social norms and experiences influence the expression of emotions? 	<ul style="list-style-type: none"> ● *Attributions are how people explain behavior and mental processes of themselves and others. Dispositional attributions relate to others' internal qualities, while situational attributions relate to external circumstances that are experienced. ● *People's perception of how much they like something can be influenced by the mere exposure effect. The mere exposure effect occurs when people are exposed to a stimulus repeatedly over time, which causes them to like the stimulus more. ● *A stereotype is a generalized concept about a group. Stereotypes can help reduce cognitive load when making decisions or judgments. ● *Belief perseverance occurs when a belief persists even if evidence suggests it is not accurate. People experiencing belief perseverance may engage in confirmation bias, thereby clinging to an attitude or belief regardless of the evidence for or against it. ● *Social norms define expectations and roles a society may have for its members in individual and social situations. Social influence theory proposes that social pressure to behave or think in certain ways can be normative or informational. ● *Cultural phenomena such as individualism, collectivism, and multiculturalism can influence how one perceives and behaves toward oneself and others. ● *Altruism refers to selfless behavior, but some researchers suggest that people act in prosocial ways due to incurring social debt. The social reciprocity norm and the social responsibility norm explain this type of behavior. ● According to the psychodynamic theory of personality, unconscious processes drive personality. Ego defense mechanisms serve to protect the ego unconsciously from threats. ● According to humanistic psychology, personality focuses on unconditional regard and the self-actualizing tendency as primary motivating factors. ● According to social-cognitive theory, reciprocal determinism shapes personality. Reciprocal determinism explores self-concept and how self-efficacy and self-esteem both contribute to self-concept. ● The Big Five theory of personality proposes that traits of agreeableness, openness to experience, extraversion, conscientiousness, and emotional stability make up one's personality. These traits are measured by specialized personality inventories that use factor analysis to organize item responses. ● Some theories about motivation focus on behavior and mental processes that seek to address physical needs and desires such as drive-reduction theory and arousal theory. ● Eating is a complex motivated behavior that demonstrates how physical and mental processes interact. ● Emotion, or affect, is a complex psychological process that is distinguished from reasoning or knowledge. Emotions reflect internal and external factors affecting an individual.

	<ul style="list-style-type: none"> *Research has explored whether the expression of emotions is universally common. Some emotions that may be commonly experienced across cultures include anger, disgust, sadness, happiness, surprise, and fear. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Student outlines Student class notes AAQ practice AAQ homework responses EBQ practice *Blaming the Victim Activity *Social Psych Station Activity *Social Psych Scenarios Practice Lonely Hearts Club Activity Defense mechanisms role plays Fully functioning person activity Big 5 Personality Test activity Locus of control self-test Personality Review Activities Theories of Motivation Music Trivia Game Smiling/ frowning cartoon rating activity Emoji challenge Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Personality EBQ Unit 4 Test Unit 3-4 Summative 	Resources Needed: <ul style="list-style-type: none"> Myers' <i>Psychology for AP: 4th Edition</i> Myers' <i>Psychology for AP: 4th Edition</i> lecture slides Myers' <i>Psychology for AP: 4th Edition</i> test bank AP Classroom Rutgers APSI AAQ resources TOPSS resources Quizizz Nearpod YouTube Class Companion "People to People" "Different Strokes" Clips from "Inside Out" Common Sense Education Harvard IAT Test Big 5 Test Locus of Control Test

Unit V: Mental and Physical Health

Unit Summary

In this unit, students will examine psychology's role in both mental and physical health. While people's overall health and well-being is a deep interest of all psychologists, there are more specific areas within these categories on which certain psychologists place their main research focus. Health psychologists explore factors that help people lead mentally and physically healthy lives. Positive psychologists explore factors related to mental health and happiness, focusing on positive emotions, cognitions, and experiences. Psychologists who study and/or treat psychological disorders utilize theoretical perspectives to explain a disorder's origin and/or determine the best method for its treatment. These explanations and treatments build on the theories, perspectives, concepts, and processes studied throughout the course. Connecting content and perspectives presented in this unit and those presented in the previous four units can help students realize why psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders. Overall, this final unit presents an opportunity for students to see real-world application of course content to people's authentic experiences of psychological health, illness, and wellness.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP Psychology*:

- 2023 *New Jersey Student Learning Standards: English Language Arts 11-12*:
 - Language: L.SS.11-12.1, L.VL.11-12.3
 - Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8
 - Writing: W.AW.11-12.1, 12.2, RW.11-12.7
 - Speaking and Listening: SL.11-12.1, 12.2, 12.3
- 2020 *New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 *New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2; 9.4.2.CT.1-3, 9.4.2GCA.1

This course is also aligned with the standards set out by College Board in the most updated *AP Psychology* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *How does health psychology address issues of physical health and wellness as they apply to behavior and mental processes? ● *How does stress affect behavior and mental process? ● *How might reactions to stress apply to behavior and mental processes? ● *What are the ways that people cope with stress and how do they apply to behavior and mental processes? ● How does positive psychology approach the study of behavior and mental processes? ● How do positive subjective experiences apply to behavior and mental processes? ● What are the approaches used to define behaviors and mental processes as psychological disorders? ● How do psychological perspectives define psychological disorders? ● How do interaction models define psychological disorders? ● What are the symptoms and possible causes of selected neurodevelopmental disorders? ● What are the symptoms and possible causes of selected schizophrenic spectrum disorders? ● What are the symptoms and possible causes of selected depressive disorders? ● What are the symptoms and possible causes of selected bipolar disorders? ● What are the symptoms and possible causes of selected anxiety disorders? ● What are the symptoms and possible causes of selected obsessive-compulsive disorders and related disorders? ● What are the symptoms and possible causes of selected dissociative disorders? ● What are the symptoms and possible causes of selected 	<ul style="list-style-type: none"> ● *Stress is a factor in heightened susceptibility to disorders and disease. Stress has been linked to physiological issues such as hypertension, headaches, and immune suppression. Stressors can be viewed as motivating or debilitating. ● *The general adaptation syndrome (GAS) describes the process of experiencing stress. ● *Problem-focused coping involves seeing stress as a problem to be solved and working solutions until a solution is found. Emotion-focused coping involves managing emotional reactions to stress as a means of coping. ● Positive psychology seeks to identify factors that lead to well-being, resilience, positive emotions, and psychological health. ● Expressing gratitude, a positive subjective experience, increases subjective well-being. People who exercise their signature strengths or virtues report higher levels of positive objective experiences such as happiness and subjective well-being. ● Level of dysfunction, perception of distress, and deviation from the social norm are all factors used to identify psychological disorders. ● The behavioral perspective proposes that the causes of mental disorders focus on maladaptive learned associations between or among responses to stimuli. The psychodynamic perspective proposes that the causes of mental disorders focus on unconscious thoughts and experiences, often developed during childhood. The humanistic perspective proposes that the causes of mental disorders focus on a lack of social support and being unable to fulfill one's potential. The cognitive perspective proposes that the causes of mental disorders focus on maladaptive thoughts, beliefs, attitudes, or emotions. The evolutionary perspective proposes that the causes of mental disorders focus on behaviors and mental processes that reduce the likelihood of survival. The sociocultural perspective proposes that the causes of mental disorders focus on maladaptive social and cultural relationships and dynamics. The biological perspective proposes that the causes of mental disorders focus on physiological or genetic issues. ● The biopsychosocial model assumes that any psychological problem potentially involves a combination of biological, psychological, and sociocultural factors. ● Neurodevelopmental disorders are a group of disorders with onset occurring during the developmental period. ● Schizophrenic spectrum disorders are characterized by issues in one or more of these five areas: delusions, hallucinations, disorganized thinking or speech, disorganized motor behavior, and negative symptoms. ● Depressive disorders are characterized by the presence of a sad, empty, or irritable mood along with physical and cognitive changes that affect a person's ability to function. ● Anxiety disorders are characterized by excessive fear and/or anxiety with related disturbances to behavior. ● Obsessive-compulsive and related disorders are characterized by the presence of obsessions (intrusive thoughts) and compulsions (intrusive, often repetitive, behaviors intended to address obsessions).

<p>trauma and stressor-related disorders?</p> <ul style="list-style-type: none"> • What are the symptoms and possible causes of selected feeding and eating disorders? • What are the symptoms and possible causes of selected personality disorders? • What are the research and trends in the treatment of psychological disorders? • What are the research and trends in the treatment of psychological disorders? • *What are the ethical principles in the treatment of psychological disorders? • What are the techniques used with psychological therapies? • How is group therapy different from individual therapy? • To what extent is hypnosis effective? • What interventions derived from the biological perspective? 	<ul style="list-style-type: none"> • Dissociative disorders are characterized by dissociations from consciousness, memory, identity, emotion, perception, body representation, motor control, and behavior. • Trauma and stressor-related disorders are characterized by exposure to a traumatic or stressful event with subsequent psychological distress. • Feeding and eating disorders are characterized by altered consumption or absorption of food that impairs health or psychological functioning. • Personality disorders are characterized by enduring patterns of internal experience and behavior that is deviant from one’s culture; is pervasive and inflexible; begins in adolescence or early adulthood; is stable over time; and leads to personal distress or impairment. • Many researchers who have conducted meta-analytic studies of psychotherapy conclude that psychotherapies are generally effective. Many psychologists use evidence-based interventions to develop treatment plans. • Due to the increased use and effectiveness of psychotropic medication therapy, hospitals and asylums deinstitutionalized massive numbers of people in the late 20th century. Therapists now prefer to treat in decentralized ways, often with a combination of medication and psychological therapies. • *Psychologists in clinical or therapeutic situations must follow certain ethical principles as established by the APA, including nonmaleficence, fidelity, integrity, and respect for people’s rights and dignity. • Psychodynamic, cognitive, and humanistic theories propose that people should focus on the cognitive triad—negative thoughts about oneself, the world, and the future. • Hypnosis has shown effectiveness in treating pain and anxiety. Research does not support the use of hypnosis to retrieve accurate memories or regress in age. • Psychoactive medications, such as antidepressants, anti-anxiety drugs, lithium, or antipsychotic medications, interact with specific neurotransmitters in the central nervous system to address possible biochemical causes of mental disorders.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Student outlines • Student class notes • AAQ practice • AAQ homework responses • EBQ practice • Disorders Organizer • Clinical Psych Practice • Treatment Practice • Signature Strengths Survey • AHA Questionnaire • PERMA Questionnaire • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Positive Psych EBQ • Unit 4-5 Summative 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Myers’ <i>Psychology for AP: 4th Edition</i> • Myers’ <i>Psychology for AP: 4th Edition</i> lecture slides • Myers’ <i>Psychology for AP: 4th Edition</i> test bank • AP Classroom • Rutgers APSI AAQ resources • TOPSS resources • Nearpod • YouTube • Quizizz • Class Companion • “Out of Balance” • “Going to Extremes” • “Getting It Together” • VIA Signature Strengths Survey • AHA and PERMA Questionnaires • Coursera - The Science of Well-Being
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Unit VI: Applications of Psychology		
Unit Summary		
<p>In this unit, students will conclude their introduction to psychology by applying their knowledge from the entirety of the course. Review of the preceding units will culminate in preparation for the College Board AP exam which will test both content understanding and skill acquisition. Students will then apply their course knowledge beyond the scope of the class as they examine psychological concepts in media and the real world through thorough film analysis, original research, and real world application seen in their everyday lives. Students will explore additional concepts that interest and engage them, but were not discussed in detail throughout the course, in order to further deepen their understanding and enthusiasm for the field of psychology.</p>		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP Psychology</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12:</i> <ul style="list-style-type: none"> ○ Language: L.SS.11-12.1, L.VL.11-12.3 ○ Reading: RI.CR.11-12.1, CI.11-12.2, RL.PP.11-12.5, MF.11-12.6, CT.11-12.8 ○ Writing: W.AW.11-12.1, 12.2, RW.11-12.7 ○ Speaking and Listening: NJSLA.SL.11-12.1-12.6 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3, 8.2.12.EC.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2; 9.4.2.CT.1-3, 9.4.2GCA.1 <p>This course is aligned with the standards set out by College Board in the most updated <i>AP Psychology</i> Course and Exam Description.</p>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *How does psychology continue to evolve over time and across cultures? ● What myths, stereotypes, and misconceptions are commonly attributed to psychology and its concepts? ● *How can psychological understanding improve understanding in other social studies fields including history, economics, and politics? ● How can students engage in psychology in a more personal manner in order to develop both interest and understanding? 	<ul style="list-style-type: none"> ● *Psychology is often updated especially in areas such as diagnosis and treatment as evidenced by new editions of the DSM every several years. Additionally, new fields of psychology are emerging including positive psychology and various fields of professional and practice psychology. ● Modern media often portrays psychology as a means of fully understanding and explaining human behavior, especially when it is “deviant” as in the form of disorders or criminality. This often ignores the more subtle aspects of psychology on the human experience and misrepresents those with mental disorders as violent, rather than the more realistic likelihood that they are victims. ● *As a social science, psychology’s role in understanding human behavior can help to explain historical events, economic decisions, and political concepts. ● Students are encouraged to conduct original research on topics that they find interesting but were not discussed in as much detail as possible through the course of the class. Additionally, students can examine their own interaction with psychology, including concepts discussed, disorders, and mental health practices. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Student class notes ● AAQ practice ● AAQ homework responses ● EBQ practice ● AP Classroom MC Practice ● AP Classroom Unit Progress Checks ● 5 Steps to a 5 Practice Tests ● Film Notes 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Board Game Review Project ● Psychology in Media Research Project* ● Self-generated Psychological Inquiry Projects* 	Resources Needed: <ul style="list-style-type: none"> ● Myers’ <i>Psychology for AP: 4th Edition</i> ● Myers’ <i>Psychology for AP: 4th Edition</i> lecture slides ● Myers’ <i>Psychology for AP: 4th Edition</i> test bank ● <i>5 Steps to a 5: AP Psychology</i> ● AP Classroom ● Rutgers APSI AAQ resources ● TOPSS resources

<ul style="list-style-type: none"> • Board Game Peer Review Organizer • Individual student check-ins with teacher 		<ul style="list-style-type: none"> • YouTube • “Inside Out 2” • “Silver Linings Playbook”
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Section IX: Unit Reflection

The *AP Psychology* instructional team must confer upon the completion of each instructional unit in the *AP Psychology* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP Psychology* curriculum.

Unit Reflection Form: <i>AP Psychology</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix

Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)