Wall Township Public Schools	BOE Approval Date: August 20, 2024
Course Title: AP Psychology	
Course Description: This course presents a comprehensive, first-year psychology curriculum for college-bound students who express an interest in the study of the mind. This course focuses on the history and scope of psychology, research methods, genetics, and evolutionary foundations of behavior. Internal processes of human behavior are explored from the basic processes of learning, the senses, intellect, and reasoning. Interactive behaviors in social development, perception, and social influences along with mental disorders and treatment are probed. Students apply psychological principles to their lives while developing critical thinking skills as they build their reading, writing, and discussion abilities.	

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: Science Practices- In this unit, students are introduced to the major perspectives, concepts, and research practices that form the foundation of psychology. Students examine how psychological theories provide different explanations for human thought, emotion, and behavior while considering the influence of biological, social, cultural, and environmental factors. Through the study of research methods and experimental design, students learn to evaluate sources, interpret qualitative and quantitative data, identify relationships among variables, and assess the validity of	12

psychological claims. Students apply psychological concepts to historical and contemporary issues, examining how individual experiences, group dynamics, identity, culture, technology, and social structures influence human behavior. Throughout the unit, students analyze multiple perspectives, construct evidence-based arguments, and evaluate how psychological research can contribute to a deeper understanding of individuals and society.	
Unit 2: Biological Basis of Behavior- In this unit, students examine the biological foundations of human thought, emotion, sensation, and behavior. Students investigate the structure and function of the brain and nervous system, exploring how neurotransmitters, hormones, genetics, brain development, and brain injury influence behavior and individual differences. Students also examine states of consciousness, including sleep, dreaming, and biological rhythms, and evaluate theories that explain their purpose and impact on human functioning. Through the study of sensation, students explore how the biological systems responsible for sight, hearing, taste, touch, and smell receive and process information from the environment. Throughout the unit, students analyze scientific research, technological advancements, and multiple perspectives to understand the complex interaction between biology, environment, culture, and human experience. By applying psychological concepts to real-world situations and evaluating evidence, students develop a deeper understanding of how biological processes contribute to behavior and shape the ways individuals experience and interact with the world.	12
Unit 3: Cognition- In this unit, students examine the cognitive processes that influence how individuals acquire, organize, interpret, store, and use information. Students explore the processes of memory, thinking, problem-solving, perception, creativity, and intelligence while considering how biological, environmental, social, and cultural factors shape cognition. Through the study of memory formation and retrieval, students	12

investigate why people remember, forget, and sometimes reconstruct information differently. Students also examine approaches to problem-solving and decision-making, theories of intelligence, and the role of creativity in human thought and innovation. By analyzing psychological research, diverse perspectives, and real-world situations, students consider how cognitive processes influence education, relationships, culture, decision-making, and individual experiences. Throughout the unit, students apply psychological concepts and evaluate evidence to develop a deeper understanding of how cognition shapes human behavior and the ways people understand and interact with the world.	
Unit 4: Development and Learning- In this unit, students examine how humans develop and learn throughout the lifespan. Students explore major theories of cognitive, social, emotional, biological, and moral development while considering how genetics, environment, culture, education, and life experiences influence individual growth. Students investigate how people acquire new knowledge, behaviors, skills, and personality characteristics through processes such as classical conditioning, operant conditioning, observational learning, and social interaction. Through the study of developmental and learning theories, students analyze how individuals change over time and how family, peers, education, culture, and society contribute to those changes. Students also consider diverse perspectives and experiences to understand how social and cultural environments can influence development and behavior differently across individuals and groups. Throughout the unit, students apply psychological theories to historical and contemporary examples, evaluate research and evidence, and develop a deeper understanding of the complex interaction between human development, learning, and the environments in which people live.	22
Unit 5: Social Psychology and Personality- In this unit, students examine the psychological factors that influence personality, motivation, emotion, and social	22

behavior. Students explore how individuals form attitudes, develop perceptions of others, build relationships, and respond to the influence of groups and society. Through the study of social psychology, students investigate concepts such as conformity, obedience, prejudice, group behavior, and interpersonal relationships while considering how culture and social environments shape individual actions. Students also examine major theories of personality and analyze the biological, psychological, social, and cultural factors that contribute to individual differences. Additionally, students explore theories of motivation and emotion to understand what drives human behavior and how emotional experiences influence decision-making and social interactions. By analyzing psychological research, historical and contemporary examples, and diverse perspectives, students develop a deeper understanding of the complex relationship between individual personality and behavior and the social environments in which people live.	
Unit 6: Mental and Physical Health- In this unit, students examine psychological disorders, including their potential causes, symptoms, classification, and approaches to treatment. Students explore how biological, psychological, social, and cultural factors can influence mental health and contribute to the development and experience of psychological disorders. Through the study of major categories of disorders, students learn how psychologists identify patterns of thoughts, emotions, and behaviors and consider how definitions and understandings of mental illness have evolved over time. Students also investigate various approaches to treatment, including psychotherapy, behavioral and cognitive therapies, and biological interventions, while evaluating the role of scientific research and technological advancements in improving mental health care. Throughout the unit, students analyze multiple perspectives, examine the impact of stigma and cultural attitudes toward mental illness, and consider how individuals and societies have responded to mental health challenges. By applying psychological concepts and evaluating evidence, students develop a more informed understanding of	22

psychological disorders, treatment, and the complex factors that influence mental health.	
Unit 7: AP Exam Review and Post-Exam- In this unit, students synthesize and review the major concepts, theories, research methods, and skills studied throughout the AP Psychology course in preparation for the College Board AP Psychology Exam. Students revisit key areas of psychology while strengthening their ability to analyze psychological research, interpret data, apply psychological concepts, and construct evidence-based responses. Through targeted review and practice with the format and expectations of the AP Exam, students identify connections across course content and demonstrate their understanding of human thought and behavior from multiple psychological perspectives. Following the AP Exam, students extend their learning by applying psychological theories and concepts to real-world situations, historical and contemporary issues, media, technology, and popular culture. Through analysis, discussion, research, and application-based activities, students evaluate how psychological principles can be used to better understand individuals, groups, and society while recognizing the influence of cultural, social, economic, and technological factors on human behavior.	28

Unit 1

Desired Results
Unit 1: Science Practices
Unit Summary: This unit examines the perspectives of psychology as well as concept application, research methods and design, data interpretation, and argumentation of evidence.
Learning Standards

NJSLS:

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey

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

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

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

Advanced Placement: APA Standards

Content Standard 1: The nature of psychological science

Students are able to (learning targets):

1.1 Define psychology as a discipline and identify its goals as a science

1.2 Differentiate scientific and non-scientific approaches to knowledge

1.3 Explain the value of both basic and applied psychological research with human and non-human animals

1.4 Identify careers individuals can pursue in psychological science
1.5 Identify ways individuals can use psychological science in any career
Content Standard 2: Research methods and measurements used to study behavior and mental processes
Students are able to (learning targets):
2.1 Describe research methods psychological scientists use
2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists
2.3 Describe the importance of representative samples in psychological research and the need for replication
2.4 Explain how and why psychologists use non-human animals in research
2.5 Explain the meaning of validity and reliability of observations and measurements
Content Standard 3: Ethical issues in research with human and non-human animals
Students are able to (learning targets):
3.1 Identify ethical requirements for research with human participants and non-human animals
3.2 Explain why researchers need to adhere to an ethics review process
Content Standard 4: Basic concepts of data analysis
Students are able to (learning targets):
4.1 Define descriptive statistics and explain how they are used by psychological scientists
4.2 Draw appropriate conclusions from correlational and experimental designs
4.3 Interpret visual representations of data

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.12.CT.5: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open-source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Interdisciplinary Connections:

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Targets	
Unit Essential Questions:(apply language domains) • How is psychology a science? • 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 case studies, naturalistic observations, and surveys to observe and describe behavior, and why is random sampling important?	**Unit Enduring Understandings:(apply language domains)** • Psychology's findings are the result of the scientific approach - based on careful observation and testing. • Cognitive biases, along with our eagerness to perceive patterns in random events, lead us to overestimate the importance of common sense thinking. • Psychological theories are explanations that apply an integrated set of principles to organize observations and generate hypotheses.

• What is the importance of correlations and their limitations? • What are the characteristics of experimentation? • How would you know which research design to use? • Why do psychologists study animals, and what ethical research guidelines safeguard human and animal welfare? • What is descriptive statistics and its characteristics? • What is inferential statistics and its characteristics? • What are the different careers one can pursue in psychology? • What is the brief history of psychology, as well as the perspectives?	• Non-experimental methods, which include case studies, naturalistic observations, and surveys show us what can happen, and they may offer ideas for further study. Random sampling is important to control for confounding variables. • Correlation is the degree to which two variables are related, and how well one predicts the other. Correlation does not equal causation. • Experiments discover cause-effect relationships by manipulating one or more variables of interest and controlling others. • Researchers generate testable questions, and then carefully consider the best design to use in studying those questions. • Some psychologists are primarily interested in animal behavior; others want to better understand the physiological and psychological processes shared by humans and other species. • Researchers use descriptive statistics to measure and describe the characteristics of groups under study. • Researchers use inferential statistics to determine the probability of their findings also being true to the larger population. • There are many different career paths one can take in psychology. • The understanding of human thought and behavior has varied throughout the centuries, and the most popular ways to describe human behavior today

	include the biological, humanistic, psychoanalytic, cognitive, sociological, and behavioral perspectives.

Vocabulary:

Hindsight bias,Applied research, Basic research, Hypothesis, Independent variable, Dependent variable, Operational definition, Validity, Reliability, Sampling, Sample, Population, Representative sample, Random sampling,Stratified sampling, Experiment—laboratory and field, Confounding variables—participant- and situation-relevant, Random assignment,Group matching,Experimenter bias,Double-blind procedure, Single-blind procedure,Response or participant bias, Social desirability, Hawthorne effect, Placebo method, Correlations—positive and negative, Survey method, Response rate, Naturalistic observation, Case study method, Descriptive statistics, Frequency distribution, Measures of central tendency—mean, median, mode, Extreme scores or outliers, Positive versus negative skew, Measures of variability—range, standard deviation, variance z score Normal curve, Correlation coefficient,Scatter plot, Line of best fit/regression line, Inferential statistics, Sampling error, p value, Statistical significance,Institutional Review Board (IRB),Coercion, Informed consent, Anonymity, Confidentiality, Debriefing

Students will be able to:

- SWBAT answer the following questions:
  - How does the methodology of the research affect the outcome of a study?
  - How do ethical guidelines impact psychological research?
- SWBAT demonstrate understanding of the following:
  - Define and/or apply concepts, which looks at psychology's research ethics and values
  - Apply theories and perspectives in authentic contexts.
  - Analyzing and interpreting quantitative data, is at the heart of the presentation of statistical reasoning.
  - Analyze psychological research studies, as the scientific method and experimentation, including correlation, are presented.
    - Psychology and Its History- supplemental
    - Today's Psychology and its Approaches
    - Subfields in Psychology- supplemental

- The Need for Psychological Science
- The Scientific Method and Description
- Correlation and Experimentation
- Research Design and Ethics in Psychology
- Statistical Reasoning in Everyday Life
- September is Suicide Awareness Month

Learning Activities & Differentiation:

- Suicide Revised Facts
- Psychology Tree- supplemental
- Subfields: This Looks Like a Job For...- supplemental
- Perspective Practice
- Psychology as Science Activity
- Ethics/Experimentation,
- Correlation (Simpson Activity)
- Independent/dependent applications
- Landlord Study
- Anagram Activity

Assessment Evidence
Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments: Quizzes Unit 1 Topic Tests
Common Benchmark Assessments:

UWorld Test Prep Assessment

College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test

AP Review Unit 1

Albert IO AP Psych

Alternative Assessments:

Kahoot:

Jeopardy

Core Instructional & Supplemental Materials

- Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall
- One class set of textbooks per teacher/classroom & eBook access
- Key Terms by Unit
- AP Course Exam Description

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**: (2-4 for each unit)

Specific examples applied to the unit

- Use of visual and multisensory formats:**Youtube videos about the placebo effect and experimentation**
- Use of assisted technology:
- Use of prompts:
- Word walls: **Scientific Practices Vocabulary**
- Think-pair-share
- Cooperative learning groups
- Testing accommodations- Additional time; reading assessments aloud; chunking of assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats:
- Use of assisted technology: **Chromebooks**
- Use of prompts
- Modification of content and student products
- Testing accommodations: **Testing out in the hallway or guidance office, extra time**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Youtube videos**
- Use of assisted technology
- Use of prompts: **Pictures of scientists to remember their names and importance**
- Modification of content and student products
- Testing accommodations-
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **Activity on the milgram experiment and its ethical implications**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction: **Report on current psychological studies**
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption on all videos**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Scientific Practices Vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: Biological Basis of Behavior

Unit Summary: This unit covers how biological factors influence thoughts and behavior, such as the parts of the brain, neurotransmitters, brain damage, hormones, genetics, and so on. It also covers the different states of consciousness, including sleep and dream theories. Sensation (sight, sound, taste, touch, and smell) is also explained on a biological level.

Learning Standards

NJSLS:

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity
6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey
6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Advanced Placement: APA Standards

Content Standard 1: Structure and function of the nervous system and endocrine system in human and non-human animals

Students are able to (learning targets):

1.1 Identify the major divisions and subdivisions of the human nervous system and their functions

1.2 Identify the parts of the neuron and describe the basic process of neural transmission

1.3 Describe the structures and functions of the various parts of the central nervous system

1.4 Explain the importance of plasticity of the nervous system

1.5 Describe the function of the endocrine glands and their interaction with the nervous system

1.6 Identify methods and tools used to study the nervous system

Content Standard 2: The interaction between biological factors and experiences

Students are able to (learning targets):

2.1 Describe concepts in behavioral genetics and epigenetics

2.2 Describe the interactive effects of heredity and environment
2.3 Explain general principles of evolutionary psychology
Content Standard 1: The different states and levels of consciousness
Students are able to (learning targets):
1.1 Identify states of consciousness
1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
1.3 Identify the effects of meditation, mindfulness, and relaxation
1.4 Describe characteristics of and current conceptions about hypnosis
Content Standard 2: Characteristics and functions of sleep and theories that explain why we sleep and dream
Students are able to (learning targets):
2.1 Describe the circadian rhythm and its relation to sleep
2.2 Describe the sleep cycle
2.3 Compare theories about the functions of sleep and of dreaming
2.4 Describe types of sleep disorders
Content Standard 3: Categories of psychoactive drugs and their effects
Students are able to (learning targets):
3.1 Characterize the major categories of psychoactive drugs and their effects
3.2 Describe how psychoactive drugs work in the brain
3.3 Describe the physiological and psychological effects of psychoactive drugs
Content Standard 1: The functions of sensory systems
Students are able to (learning targets):
1.1 Explain the process of sensory transduction
1.2 Explain the basic concepts of psychophysics such as threshold and adaptation
Content Standard 2: The capabilities and limitations of sensory processes
Students are able to (learning targets):
2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities

2.2 Describe the visual sensory system
2.3 Describe the auditory sensory system
2.4 Describe chemical and tactile sensory systems

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Interdisciplinary Connections:

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

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• How does evolution influence the way we think about human behavior and how do genetics explain our individual differences? • What is the concept of nature versus nurture? • How do twin studies help determine the causes of behavior? • What are the functions of the nervous system's main divisions? • What are neurons and how do they transmit information? • How do neurotransmitters influence behavior? • How do drugs affect neural transmission? • How does the endocrine system transmit information and interact with the nervous system? • How do drugs affect the brain and behavior? • How do neuroscientists study the brain's connections to behavior and mind? • What are the functions of the brain parts? • What are the different stages of sleep and their benefits? • Why do we dream? • How do sleep disorders affect individuals? • How does the human eye work and transmit information to the brain? • How do the human ears work and transmit information to the brain? • How does our sense of taste work?	• Natural selection; genetic variations that increase the odds of reproducing and surviving in a particular environment are most likely to be passed onto future generations. • The concept of behavior being caused by biology (nature) or the environment (nurture). • Twin studies allow researchers to consider the effects of shared environment and shared genes • The central nervous system and the peripheral nervous system control our bodily functions. • Neurons are the components of the body's electrochemical information system (they transmit information electrochemically) • Neurotransmitters are brain chemicals that can determine our behavior and emotions. • The endocrine system secretes hormones into the bloodstream, where they travel throughout the body, enabling them to affect other tissues, including the brain. • Drugs can alter a person's brain chemistry and nervous system, altering their state of consciousness, emotions, and behaviors. • Modern electrical, chemical, or magnetic stimulation reveal aspects of information processing in the brain. • There are several different stages of sleep that influence the immune system, memory, and creativity.

• How does our sense of touch work? • How does our sense of smell work?	• The activation-synthesis theory states that dreams are a result of brain activity; the information-processing theory states that dreams are meant to process our emotions. • Sleep disorders such as narcolepsy, sleep apnea, insomnia and so on - affect a person's daily life. • The human eye has many different parts that take in visible light and transmit it to the brain so we can see. • The human ear has many different parts that react to sound vibrations in the air and transmit it to the brain so we can hear. • The human sense of taste responds to chemicals on the tongue. • The human sense of touch works by the skin detecting changes in temperature and pressure. • The human sense of smell works by the olfactory bulb in the nose detecting changes in chemicals in the air.

Vocabulary:

Neuroanatomy,Neuron, Dendrites, Cell body (also called the soma),Axon, Myelin sheath,Terminal button,Neurotransmitters,Synapse, Receptor sites, Threshold, Action potential, All-or-none principle,Neural firing, Excitatory neurotransmitters,Inhibitory neurotransmitters,Acetylcholine,Dopamine,Endorphins,Serotonin, GABA, Glutamate, Norepinephrine,Afferent neurons (or sensory neurons), Efferent neurons (or motor neurons),Central nervous system, Spinal cord,Peripheral nervous system, Somatic nervous system,Autonomic nervous system, Sympathetic nervous system, Parasympathetic nervous system,Lesions,Electroencephalogram (EEG),Computerized axial tomography (CAT or CT scan),Magnetic resonance imaging (MRI scan), Positron emission tomography (PET

scan),Functional MRI (fMRI), Hindbrain,Medulla,Pons, Cerebellum,Midbrain, Reticular formation, Forebrain, Thalamus, Hypothalamus, Amygdala, Hippocampus,Limbic system,Cerebral cortex,Hemispheres, Left hemisphere,Right hemisphere,Brain lateralization (or hemispheric specialization),Corpus callosum, Association area,Frontal lobes,Broca's area,Wernicke's area,Motor cortex,Parietal lobes,Sensory cortex,Occipital lobes, Temporal lobes, Brain plasticity,Endocrine system, Adrenal glands, Monozygotic twins,Consciousness,Conscious level, Nonconscious level, Preconscious level, Subconscious level,Unconscious level, Sleep cycles, Sleep stages, REM sleep, Sleep disorders,Insomnia, Narcolepsy,Sleep apnea,Night terrors,Dreams, Freudian dream interpretation, Activation-synthesis dream theory, Information-processing dream theory, Psychoactive drugs, Agonists, Antagonists, Tolerance, Withdrawal, Stimulants, Depressants,Hallucinogens (also called psychedelics), Opiates, Transduction, Sensory adaptation,Sensory habituation (also called perceptual adaptation),Cocktail-party phenomenon,Sensation,Perception,Energy senses, Chemical senses, Vision, Cornea, Pupil, Lens,Retina,Feature detectors, Optic nerve,Occipital lobe,Visible light,Rods and cones,Fovea,Blind spot,Trichromatic theory,Color blindness,Opponent-process theory,Hearing, Sound waves, Amplitude,Frequency, Cochlea, Pitch theories, Place theory, Frequency theory,Conduction deafness,Nerve deafness, Touch Gate-control theory,Taste (or gustation),Smell (or olfaction), Vestibular sense, Kinesthetic sense

Students will be able to:

- SWBAT answer the following questions:
    - How do we process the information we receive from our environments?
    - How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
    - How can biology influence our behavior and mental processes?
    - What happens when a particular neurotransmitter is absent from the body?
    - How do biological and environmental factors interact to influence our behaviors and mental processes?
- SWBAT demonstrate understanding of the following:
    - Define and/or apply concepts
    - Explain behavior in an authentic context through an examination of evolutionary psychology
    - Analyzing and interpreting quantitative data

        - Biological Psychology & Neurotransmission
        - Nervous & Endocrine Systems
        - Studying the Brain, Older Brain Structures, and the Limbic System
        - The Cerebral Cortex
        - Brain Hemisphere Organization and the Biology of Consciousness
        - Behavior Genetics: Predicting Individual Differences
        - Evolutionary Psychology: Understanding Human Nature
        - Sleep Patterns & Sleep Theories
        - Sleep Deprivation, Sleep Disorders, and Dreams
        - Psychoactive Drugs
    - Define and/or apply concepts through an examination of visual anatomy and other senses.
    - Explain behavior in an authentic context
    - Analyzing psychological research studies in the presentation of other senses.
        - Basic Concepts of Sensation & Perception
        - Influences on Perception
- Vision: Sensory & Perceptual Processing
- Visual Organization and Interpretation
- Hearing
- The Other Senses

Learning Activities & Differentiation:

- Learning Activities:
    - Grapefruit Brain, Brain Scenarios
    - Neuron Dance Activity, Neural Communication (catcher/pitcher), Neural Impulse Activity
    - Mouse Party
    - Hiking- FRQ Supplemental
    - Texas Tower Sniper- Tumor on Amygdala
    - Splitting the Brain Activity, D's left brain, H's right brain

- Open Hemispheric Brain Dominance Scale
- Sequential Processing Activity
- Neurotransmitter Cards Activity
- Case Study: Bruce & Bryan Reimer, Genie
- Sleep IQ, Sleep deficit, Sleep Disorder Project
- Parts of the eye, functions of the eye- drag/drop
- Touch Box
- Perceptual Constancy, Finger Sausage
- Monocular Cues Activity
- Depth Perception: Tennis Ball Activity
- Body Position and Movement Activity
- Parts/Functions Ear Drag/Drop
- Mnemonics
- Taste Test

Assessment Evidence
Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments: Quizzes Unit 2 Topic Tests
Common Benchmark Assessments: UWorld Test Prep Assessment College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test AP Review Unit 2 Albert IO Units Tests

Alternative Assessments:

Kahoot

Jeopardy

Core Instructional & Supplemental Materials

- Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall
- One class set of textbooks per teacher/classroom & eBook access
- Key Terms by Unit
- AP Course Exam Review

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Youtube videos on the brain and body**
- Use of assisted technology
- Use of prompts:
- Word walls**: Brain and biological vocabulary**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology: **Use of chromebook**
- Use of prompts

- Modification of content and student products
- Testing accommodations: **More time on tests and quizzes**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts: **Brain and neuron pictures**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content: **Current events on brain imaging**
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption on videos**

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Brain and biology vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Cognition

Unit Summary: This unit covers cognitive processes such as memory, problem-solving, remembering, perception, creativity, and intelligence.

Learning Standards

NJSLS:

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey
6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Advanced Placement: APA Standards

Content Standard 1: The process of perception
Students are able to (learning targets):
1.1 Describe principles of perception
1.2 Explain the concepts of bottom-up and top-down processing
Content Standard 2: The interaction between the person and the environment in determining perception
Students are able to (learning targets):
2.1 Explain Gestalt principles of perception
2.2 Describe binocular and monocular depth cues
2.3 Describe perceptual constancies
2.4 Describe the nature of attention
2.5 Explain how diverse experiences and expectations influence perception
Content Standard 1: Fundamental processes of thinking and problem solving
Students are able to (learning targets):
1.1 Describe cognitive processes related to concept formation
1.2 Explain processes involved in problem solving and decision making
Content Standard 2: Effective thinking processes
Students are able to (learning targets):
2.1 Describe obstacles to effective information processing and decision making

2.2 Describe convergent and divergent thinking in problem solving and decision making
Content Standard 1: Processes of memory
Students are able to (learning targets):
1.1 Explain the processes of encoding, storage, and retrieval
1.2 Describe systems of memory (i.e., sensory, working, and long-term memory)
1.3 Differentiate types of memory (i.e., implicit and explicit)
Content Standard 2: Factors influencing memory
Students are able to (learning targets):
2.1 Explain strategies for improving the encoding, storage, and retrieval of memories
2.2 Describe memory as a reconstructive process
2.3 Explain kinds of forgetting or memory failures
2.4 Identify disorders that impact the function of memory
Students are able to (learning targets):
1.1 Explain intelligence as a construct
1.2 Describe various conceptualizations of intelligence
1.3 Describe the effects of differences in intelligence on everyday functioning
Content Standard 2: Assessment of intelligence
Students are able to (learning targets):
2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness
2.2 Identify current methods of assessing human cognitive abilities
2.3 Describe measures of and data on reliability and validity for intelligence test scores
Content Standard 3: Issues in intelligence
Students are able to (learning targets):
3.1 Explain the complexities of interpreting scores on intelligence tests
3.2 Describe the influences of biological, cultural, and environmental factors on intelligence.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

Interdisciplinary Connections:

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Learning Targets	
Unit Essential Questions: • What kinds of factors influence our perception? • How do humans think, problem-solve, and make decisions and what are some impediments? • What are concepts, and what is creative thinking? • How do humans encode memories? • How do we retrieve memories?	**Unit Enduring Understandings:** • One's attention, attitude, motivation, expectations, and emotions can all influence our perceptions of the world. • Humans think in concepts and can problem solve by using heuristics and algorithms - heuristics,

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- Why do we forget?
- What are the different theories of intelligence?
- How do we test for intelligence?
- What are the problems with intelligence testing?

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however, can lead us to coming up with the incorrect conclusion.

- Creativity involves new and innovative ideas which somehow still fit the situation - aka divergent thinking.
- We retrieve memories based on context, emotion, setting, and so on.
- Forgetting happens when new information pushes out older information and vice-versa. Forgetting can also happen with brain damage.
- There are many different theories of intelligence including the triarchic theory, the multiple intelligence theory, and so on.
- Intelligence testing involves sophisticated standardized tests that show reliability and validity.
- Intelligence tests can be biased.

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<tr>
<td colspan="2">Vocabulary: Absolute threshold, Subliminal messages, Difference threshold, Weber's law, Signal detection theory, Top-down processing, Perceptual set, Bottom-up processing, Gestalt rules, Proximity, Similarity, Continuity, Closure, Constancy, Size constancy, Shape constancy, Brightness constancy, Depth cues, Memory, Three-box/information-processing model, Levels of processing model, Sensory memory, Iconic memory, Selective attention, Echoic memory, Short-term memory (working memory), Chunking, Mnemonic devices, Rehearsal, Long-term memory, Episodic memory, Semantic memory, Procedural memory, Explicit memories (also called declarative memories), Implicit memories (also called non-declarative memories), Eidetic, or photographic, Retrieval, Recognition, Recall, Primacy effect, Recency effect, Serial position effect (also called serial position curve), Tip-of-the-tongue phenomenon, Semantic network theory, Flashbulb memories, State-dependent memory, Mood congruent memory, Constructed (or reconstructed) memory, Relearning effect, Retroactive interference, Proactive interference, Anterograde amnesia, Retrograde amnesia, Long-term potentiation, Phonemes, Morphemes, Syntax,</td>
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Language acquisition, Overgeneralization or overregularization, Language acquisition device, Linguistic relativity, Prototypes, Images, Algorithm, Heuristic, Representativeness heuristic, Belief bias or belief perseverance, Functional fixedness, Confirmation bias, Convergent thinking, Divergent thinking, Availability heuristic, Representativeness heuristic, Standardized test, Norms, Standardization sample, Psychometrician, Reliability—split-half, test-retest, equivalent form, Validity—face, criterion-related (concurrent and predictive), construct, Aptitude test, Achievement test, Intelligence, Fluid intelligence, Crystallized intelligence, Multiple intelligences, Triarchic theory of intelligence, Emotional intelligence, Stanford-Binet IQ test, Wechsler tests (WAIS, WISC, WPPSI), Normal distribution, Heritability, Flynn effect

Students will be able to:

- SWBAT answer the following questions:
    - What roles do memory and thinking play in our behaviors?
    - What is intelligence and how can we study it to understand it?
- SWBAT demonstrate understanding of the following:
    - Define and/or Apply concepts
    - Explain behavior in an authentic context
    - Apply theories and perspectives in authentic contexts
    - Analyze psychological research studies
        - Perception: influences, organization, interpretation
        - Studying and Encoding Memories
        - Storing and Retrieving Memories
        - Forgetting, Memory Construction, and Improving Memory
        - Thinking, Concepts, and Creativity
        - Solving Problems and Making Decisions
        - Introduction to Intelligence
        - Assessing Intelligence
        - The Dynamics of Intelligence
        - Studying Genetic and Environmental Influences on Intelligence

- Group Differences and the Question of Bias

Learning Activities & Differentiation:

- Learning Activities:
  - Memory Activity #1:Magic Number Seven
  - 50 First Dates Application/Questions
  - Activity #2: - free-recall demonstration
  - Activity #3. How do you Encode?
  - Applying Flashbulb Memories
  - Mnemonics: Which ones do you know?
  - John Bransford and Marcia Johnson (1972): Making Material Personally Meaningful
  - Encoding Failure Activity
  - The Innocence Project
  - Misinformation Effect Applied
  - Nine Dot Problem
  - Class activity: Intelligent people sometimes make a mess of their lives. Why?
  - Tracking in Schools.
  - Rain Man Application/Questions
  - The Real Life Rain Man

Assessment Evidence
Formative Assessments: Classwork and Homework
Summative Assessments: Quizzes Unit 3 Topic Tests
Common Benchmark Assessments:

UWorld Test Prep Assessment

College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test

AP Review Unit 3

Albert IO Unit Tests

Alternative Assessments:

Kahoot

Core Instructional & Supplemental Materials

- Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall
- One class set of textbooks per teacher/classroom & eBook access
- Key Terms by Unit
- AP Course Description

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats:**Memory games**
- Use of assisted technology
- Use of prompts: **Pictures of intelligence tests**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats

- Use of assisted technology: **Use of chromebook**
- Use of prompts
- Modification of content and student products
- Testing accommodations: **More time**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Ted talk about memory**
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations: **Provide study guides**
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: **Write a summary of the problems with memory and witnesses in a court of law**

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Cognition and Intelligence vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: Development and Learning

Unit Summary: This unit covers different theories about how humans develop cognitively, socially, consciously, biologically, and morally. It also includes the different ways in which humans can learn new personality traits or learn new information.

Learning Standards

NJSLS:

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods
6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey
6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Advanced Placement: APA Standards

Content Standard 1: Methods and issues in lifespan development
Students are able to (learning targets):
1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
1.2 Explain issues of continuity/discontinuity and stability/change
1.3 Distinguish methods used to study development
1.4 Describe the role of sensitive and critical periods in development
Content Standard 2: Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)
Students are able to (learning targets):
2.1 Identify key features of physical development from prenatal through older adulthood
2.2 Identify key features of cognitive development from prenatal through older adulthood
2.3 Identify key features of social development from prenatal through older adulthood
Content Standard 1: Structural features and development of language

Students are able to (learning targets):
1.1 Describe the structure of language from the level of speech sounds to communication of meaning
1.2 Describe the relationship between language and cognition
1.3 Explain the language acquisition process and theories
Content Standard 2: Language and the brain
Students are able to (learning targets):
2.1 Identify the brain structures associated with language
2.2 Explain how damage to the brain may affect language
Content Standard 1: Classical Conditioning
Students are able to (learning targets):
1.1 Describe the processes of classical conditioning
1.2 Describe clinical and experimental examples of classical conditioning
Content Standard 2: Operant Conditioning
Students are able to (learning targets):
2.1 Describe the processes of operant conditioning
2.2 Describe clinical and experimental examples of operant conditioning
Content Standard 3: Observational learning, social learning theory, and mental processes in learning
Students are able to (learning targets):
3.1 Describe observational learning and social learning theory
3.2 Describe the role of mental processes in learning

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

Interdisciplinary Connections:

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Learning Targets	
Unit Essential Questions: • What are the different theories of development? • What sorts of things influence how humans develop? • What are the main differences in each stage of life? • How can parenting and attachment influence behavior? • What are the different ways humans and animals can learn?	**Unit Enduring Understandings:** • There are many different theories of development including psychosexual, psychosocial, cognitive, moral, and biological influences of development. • Humans can be shaped by the events that occur in each stage of development • There are many differences in each stage of life, including our consciousness, social life, cognitive abilities, and so on. • The style of parenting, as well as the style of attachment the child has to the parent, can

• How do humans and animals unlearn something?	influence their relationships and feelings of independence later in life. • Humans and animals can learn through classical and operant conditioning, as well as observationally, latently, and through insight. • Humans and animals can unlearn things through many different ways, including breaking the association.
Vocabulary: Developmental psychologist, Nature versus nurture, Cross-sectional research, Longitudinal research, Teratogens, Fetal alcohol syndrome (FAS), Newborn reflexes, Attachment, Harry Harlow's attachment research, Mary Ainsworth's strange situation, Secure attachments, Avoidant attachments, Anxious/ambivalent attachments, Authoritarian parents, Permissive parents, Authoritative parents, Oral stage, Anal stage, Phallic stage, Genital stage, Erik Erikson's psychosocial developmental theory, Trust versus mistrust, Autonomy versus shame and doubt, Initiative versus guilt, Industry versus inferiority, Identity versus role confusion, Intimacy versus isolation, Generativity versus stagnation, Integrity versus despair, Jean Piaget's cognitive developmental theory, Schemata, Assimilation, Accommodation, Sensorimotor stage, Object permanence, Preoperational stage, Egocentric, Concrete operations, Concepts of conservation, Formal operations, Metacognition, Lawrence Kohlberg's moral developmental theory, Preconventional stage, Conventional stage, Postconventional stage, Learning, Acquisition, Extinction, Spontaneous recovery, Generalization, Discrimination,Classical conditioning,Unconditioned stimulus,Unconditioned response,Conditioned response,Conditioned stimulus, Aversive conditioning, Second-order or higher-order conditioning, Learned taste aversion, Operant conditioning, Law of effect, Instrumental learning, Skinner box, Reinforcer, reinforcement, Positive reinforcement, Negative reinforcement, Punishment, Positive punishment, Omission training, Shaping, Chaining, Primary reinforcers, Secondary reinforcers, Generalized reinforcers,Token economy, Reinforcement schedules—FI, FR, VI, VR, Continuous reinforcement, Partial-reinforcement effect, Instinctive drift, Observational learning or modeling, Latent learning, Insight learning	

Students will be able to:

- SWBAT answer the following questions:
    - How do we perceive and understand ourselves?
    - How do we learn?
    - How do our experiences influence our behaviors and mental processes?
- SWBAT demonstrate understanding of the following:
    - Define and/or Apply concepts
    - Explain behavior in an authentic context
    - Apply theories and perspectives in authentic contexts
    - Analyze psychological research studies
        - Developmental Issues, Prenatal Development, and the Newborn
        - Infancy and Childhood: Physical Development
        - Infancy and Childhood: Cognitive Development
        - Infancy and Childhood: Social Development
        - Gender Development
        - Parents, Peers, and Early Experiences
        - Adolescence: Physical and Cognitive Development
        - Adolescence: Social Development and Emerging Adulthood
        - Sexual Development
        - Adulthood: Physical, Cognitive, and Social Development
    - Explain behavior in an authentic context
        - How We Learn and Classical Conditioning
        - Operant Conditioning
        - Operant Conditioning's Applications, and Comparison to Classical Conditioning
        - Biology, Cognition, and Learning
        - Observational Learning
        - Thinking & Language

Learning Activities & Differentiation:

- Learning Activities:
  - Age of Viability: Case of Sierra Ramos
  - Identifying Developmental Landmarks
  - Does daycare affect attachment?
  - Styles of Parenting
  - Activity: Parental Authority Questionnaire
  - Heinz Dilemma
  - Adolescence Free-Response
  - Would you want to live to be 100?
  - How do you envision your retirement?
  - Writing Letters to Parents and Children
  - Global Landmine Problem with Bart Weetjens
  - Parts of Classical Conditioning Activity
  - Application of Skinner's work: Pigeons
  - The Air Crib
  - Delayed Gratification
  - Applying reinforcement schedules
  - The Effect of Rewards
  - Walden Two

Assessment Evidence
Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments: Quizzes

Unit 4 Topic Tests
Common Benchmark Assessments: UWorld Test Prep Assessment College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) Albert IO Topic Tests
Alternative Assessments: Kahoot Jeopardy

Core Instructional & Supplemental Materials
• Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall • One class set of textbooks per teacher/classroom & eBook access • Key Terms by Unit • AP PSYCH CED

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats: **Graphic organizers with different stages of development** • Use of assisted technology • Use of prompts: **Pictures of the elements of classical and operant conditioning** • Modification of content and student products • Testing accommodations • Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology: **Use of chromebooks**
- Use of prompts
- Modification of content and student products
- Testing accommodations: **More time**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts: **Pictures of scientists**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **What are the most current theories of development?**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Development and Learning vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5

Desired Results
Unit 5: Social Psychology and Personality
Unit Summary: This unit covers how humans interact with others, form attitudes about them, and are influenced by a group. It also covers the differing theories of where human personality comes from, as well as human motivations and emotions.
Learning Standards
NJSLS: 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Advanced Placement: APA Standards

Content Standard 1: Social cognition

Students are able to (learning targets):

1.1 Describe attributional explanations of behavior

1.2 Explain how experiences shape attitudes and beliefs

1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others

Content Standard 2: Social influence

Students are able to (learning targets):

2.1 Explain how the presence of other people can affect behavior

2.2 Describe how intergroup dynamics influence behavior

2.3 Explain how persuasive methods affect behavior and beliefs
2.4 Identify factors influencing attraction and relationships
2.5 Identify factors influencing aggression and conflict
2.6 Identify factors influencing altruism and helping behavior
Content Standard 1: Empirical approaches to studying and understanding personality
Students are able to (learning targets):
1.1 Explain how biological and environmental factors interact to influence personality
1.2 Explain social-cognitive approaches to understanding personality
1.3 Explain trait-based approaches to understanding personality
1.4 Describe methods used to study personality scientifically
1.5 Define self-concept
Content Standard 2: Assessment of personality
Students are able to (learning targets):
2.1 Differentiate personality assessment techniques
2.2 Describe the reliability and validity of personality assessment techniques
2.3 Analyze how personality researchers address issues of stability and change
Content Standard 1: Influences of motivation
Students are able to (learning targets):
1.1 Explain biological, cognitive, and social factors that influence motivation
1.2 Explain the role of culture in human motivation
Content Standard 2: Domains of motivated behavior in humans
Students are able to (learning targets):
2.1 Identify factors in motivation that influence eating and sexual behaviors
2.2 Identify motivational factors that influence achievement and affiliation
Content Standard 3: Perspectives on emotion
Students are able to (learning targets):
3.1 Explain the biological and cognitive components of emotion
3.2 Describe the psychological research on basic human emotions

3.3 Differentiate among theories of emotion

Content Standard 4: Emotional interpretation and expression (interpersonal and intrapersonal)

Students are able to (learning targets):

4.1 Explain how biological factors influence emotional interpretation and expression

4.2 Explain how culture and gender influence emotional interpretation and expression

4.3 Explain how other environmental factors influence emotional interpretation and expression

Content Standard 5: Domains of emotional behavior

Students are able to (learning targets):

5.1 Identify biological and environmental influences on the expression and experience of negative emotions

5.2 Identify biological and environmental influences on the expression and experience of positive emotions

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Interdisciplinary Connections:

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Learning Targets	
Unit Essential Questions: • How do humans form attitudes about each other and about themselves? • How do groups of people influence an individual's behavior? • How and why do humans conform to a group? • How do power dynamics affect the interaction between two people? • How do humans form an attraction and love towards each other? • How does human personality form? • How do psychologists test personality? • How do motivation and emotion relate to each other? • How and why are humans motivated to do different things? • Where do our emotions come from, and how do they affect us?	**Unit Enduring Understandings:** • Humans form attitudes based on their culture, previous experiences, learned biases, and context. • Groups of people influence individuals to behave differently then they would if they were alone. • Humans conform to groups based on biological, social, and cognitive factors. • Power dynamics can influence both the superior and the inferior person to behave in ways they normally would not. • Humans form attraction towards each other based on similarity, familiarity, proximity, and reciprocity. These factors can eventually lead to love with self disclosure. • There are many different theories of personality such as the psychoanalytic, psychodynamic, humanistic, and biological theories. • Psychologists can test personality in many different ways, including projective and subjective tests. • Human motivations can be driven by our emotions, and vice versa. • Humans are motivated to achieve different things based on our personal needs such as our needs for achievement, incentives, homeostasis, and so on.

	• Emotions can come from biological factors as well as cognitive factors, and emotions can greatly influence our physical health.

Vocabulary: Attitude, Mere exposure effect, Central versus peripheral route to persuasion, Cognitive dissonance, Foot-in-the-door Door-in-the-face,Norms of reciprocity,Attribution theory,Self-fulfilling prophecy,Fundamental attribution error, Collectivist versus individualistic cultures, False-consensus effect,Self-serving bias,Just-world bias,Stereotype,Prejudice,Ethnocentrism, Discrimination,Out-group homogeneity,In-group bias,Superordinate goals,Frustration-aggression hypothesis,Bystander effect,Diffusion of responsibility,Pluralistic ignorance,Attraction research,Social facilitation,Social impairment, Conformity Obedience, Group norms, Social loafing, Group polarization, Groupthink, Deindividuation, Personality, Type A, Type B, Stage theory, Freud's psychosexual stage theory, Oedipus crisis, Unconscious, Id, Ego,Superego,Defense mechanisms,Womb envy,Personal unconscious,Collective unconscious, Complexes, Archetypes,Trait theorist,Big Five traits,Factor analysis,Heritability,Temperament, nSomatotype theory, Triadic reciprocality or reciprocal determinism,Self-efficacy,Locus of control—internal and external,Self-concept,Self-esteem,Self-actualization, Unconditional positive regard, Projective tests—Rorschach inkblot test, thematic apperception test (TAT), Self-report inventories—MMPI, Reliability, Validity, Barnum effect, Motivations,Instincts,Drive reduction theory, Need,Drive,Primary drives,Secondary drives,Homeostasis,Arousal theory, Yerkes-Dodson law, Opponent-process theory of motivation, Incentives, Maslow's hierarchy of needs, Self-actualization, Lateral hypothalamus, Ventromedial hypothalamus,Set-point theory, Bulimia,Anorexia, Obesity,Achievement motivation, Extrinsic motivators, Intrinsic motivators,Management theory, Approach-approach conflict, Avoidance-avoidance conflict, Approach-avoidance conflict, James-Lange theory of emotion, Cannon-Bard theory of emotion, Two-factor theory,General adaptation syndrome (GAS)

Students will be able to:

- SWBAT answer the following questions:
  - What is person perception, and how do we tend to explain others; behavior and our own?
  - How do Milgram's obedience experiments teach us about the power of social influence?
  - What motivates us to think and act the way we do?

    - Why do some people respond to stress in a healthier way than others?
    - Why don't psychologists agree?
- SWBAT demonstrate understanding of the following:
    - Explain the group distinctions that tend to elicit prejudice.
    - Explain what social influence studies teach us about ourselves and the power we have as individuals.
    - Describe how our attitudes and actions interact?
    - Describe how peripheral route persuasion and central route persuasion differ.
    - Define and/or Apply concepts
    - Apply theories and perspectives in authentic contexts
    - Analyze psychological research studies
        - Attribution Theory & Person Perception
        - Attitude Formation & Attitude Change
        - Conformity & Obedience
        - Group Behavior
        - Aggression, Attraction, Altruism, Conflict, Peacemaking
        - Motivational Concepts
        - Hunger Motivation
        - Sexual Motivation
        - Affiliation and Achievement
        - Theories and Physiology of Emotion
        - Expressing Emotion
        - Stress and Illness
        - Health and Happiness
        - Psychoanalytic and Psychodynamic theories
        - Humanistic Theories
        - Trait Theories
        - Social-Cognitive Theories
        - Exploring the Self

Learning Activities & Differentiation:

Learning Activities:

- Changing answers to a test- Activity
- Fundamental Attribution Error- Activity
- Cognitive Dissonance Theory- coming up with examples in own life
- Institutional Discrimination Activity
- Maslow's Hierarchy of Needs- what is in your pyramid?
- A. L. Washburn study (1912)
- Do you eat more when eating with others?
- Aristotle's social animal
- Roger E. Axtell's "ultimate gesture"
- Culture - specific or culturally universal expressions?
- A Personality Inventory
- Freudian Slip
- Mnemonic for Freud's Stages of Development
- Defense Mechanism Applications
- Rorschach Inkblot Test
- Thematic Apperception Test
- Self-Concept versus Ideal Self
- Personality Inventories

Assessment Evidence
Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments:

Quizzes

Unit 5 Topic Tests

Common Benchmark Assessments:

UWorld Test Prep Assessment

College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test.

AP Review

Albert IP Topic Tests

Alternative Assessments:

Kahoot

Jeopardy

Core Instructional & Supplemental Materials

- Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall
- One class set of textbooks per teacher/classroom & eBook access
- Key Terms by Unit
- AP Course Exam Description

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Watch Youtube videos of the bystander effect**
- Use of assisted technology
- Use of prompts: **Use newspaper comics to address social issues**
- Modification of content and student products
- Testing accommodations

- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology: **Chromebook assignments**
- Use of prompts
- Modification of content and student products
- Testing accommodations: **More time**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Graphic organizers with different motivational theories**
- Use of assisted technology
- Use of prompts: **Inkblot tests**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **How does birth order affect personality?**
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **Sociological, personality, and motivation and emotion vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 6

Desired Results
Unit 6: Mental and Physical Health
Unit Summary: This unit covers mental disorders - including where they come from, their symptoms, and treatments.
Learning Standards
NJSLS: 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Advanced Placement: APA Standards

Content Standard 1: Perspectives of abnormal behavior

Students are able to (learning targets):

1.1 Define abnormal behavior

1.2 Describe cross-cultural views of abnormality

1.3 Describe major medical and biopsychosocial models of abnormality

1.4 Explain how stigma relates to abnormal behavior

1.5 Explain the impact of psychological disorders on the individual, family, and society

Content Standard 2: Categories of psychological disorders
Students are able to (learning targets):
2.1 Describe the classification of psychological disorders
2.2 Describe the challenges associated with diagnosing psychological disorders
2.3 Describe symptoms of psychological disorders
Content Standard 1: Stress and health
Students are able to (learning targets):
1.1 Define stress as a psychophysiological response to the environment
1.2 Explain sources of stress across the life span
1.3 Explain physiological and psychological consequences of stress for health and wellness
1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress
Content Standard 2: Psychological science promotes mental and physical health and wellness
Students are able to (learning targets):
2.1 Describe factors that promote resilience and flourishing
2.2 Identify evidence-based strategies that promote health and wellness
Content Standard 1: Types of treatment
Students are able to (learning targets):
1.1 Describe different types of biomedical and psychological treatments
1.2 Explain why psychologists use a variety of psychological treatments
1.3 Describe appropriate treatments for different populations, including historical use and misuse of treatment
Content Standard 2: Legal, ethical, and professional issues in the treatment of psychological disorders
Students are able to (learning targets):
2.1 Identify differences among licensed mental health providers
2.2 Identify legal and ethical requirements for licensed mental health providers
2.3 Identify resources available to support individuals with psychological disorders and their families

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

Interdisciplinary Connections:

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Learning Targets

Unit Essential Questions:

- How do psychologists define mental disorders?
- What are the major categories of mental disorders, as well as their symptoms?
- What causes mental disorders?

Unit Enduring Understandings:

- Psychologists have determined a number of criteria to define mental illness which is explained in the DSM.
- The major categories of psychological disorders include anxiety, somatoform, dissociative,

• What are the different forms of treatment of psychological disorders?	schizophrenic, developmental, neurological, and personality disorders. • There can be many different causal pathways of mental disorders, including biological, cognitive, sociological, and humanistic factors. • The treatment of a disorder will depend on the type of disorder it is as well as the individual. Common treatments include biological, cognitive, and behavioral factors.
Vocabulary: Insane,DSM,Anxiety disorders,Specific phobia, Agoraphobia,Social anxiety disorder, Generalized anxiety disorder, Panic disorder,Somatic symptom disorders, Conversion disorder, Dissociative disorders, Psychogenic amnesia, Dissociative identity disorder, Depressive disorders,Major depressive disorder, Seasonal affective disorder, Bipolar disorder,Cognitive triad,Learned helplessness, Schizophrenic disorders,Delusions of persecution,Delusions of grandeur,Hallucinations,Disorganized language—neologisms, clang associations, Inappropriate or flat affect,Catatonia,Waxy flexibility,Dopamine hypothesis,Tardive dyskinesia,Double bind,Diathesis-stress model, Personality disorders,Antisocial personality disorder, Dependent personality disorder, Paranoid personality disorder, Narcissistic personality disorder,Histrionic personality disorder, Obsessive-compulsive personality disorder, Post-traumatic stress disorder, Paraphilia or psychosexual disorder, Anorexia nervosa,Bulimia,Autism spectrum disorder, Attention-deficit/hyperactivity disorder, Dementia,Trephining, Deinstitutionalization, Prevention, Psychotherapy, Psychoanalysis,Free association, Dream analysis,Manifest content,Latent content,Resistance,Transference,Insight therapies,Humanistic therapies, Client or person-centered therapy, Unconditional positive regard, Active or reflective listening, Gestalt therapy,Existential therapies, Behaviorist therapies, Counterconditioning, Systematic desensitization, Anxiety hierarchy, Flooding, Aversive conditioning,Token economy,Cognitive therapies,Attributional style,Cognitive therapy, Cognitive behavioral therapy (CBT), Rational emotive behavior therapy (REBT), Group therapies, Somatic therapies, Psychopharmacology, Antipsychotic drugs, Antidepressants, Antianxiety drugs, Electroconvulsive therapy (ECT), Psychosurgery, Psychiatrists, Clinical psychologists, Counseling psychologists, Psychoanalysts	

Students will be able to:

- SWBAT answer the following questions:
    - How does psychology have meaning in the real world?
    - How will studying Psychology benefit you in your Career & in Life?
- SWBAT demonstrate understanding of the following:
    - Apply theories and perspectives in authentic contexts
    - Analyze psychological research studies
        - U4 Application Zimbardo Prison Study
        - U5 Application Character Diagnosis
        - U5 Application: How to Write a Case Study
- U5 Application: Case Study Presentations
- U3 Application: Timeline Project

Learning Activities & Differentiation:

- Learning Activities:
    - Zimbardo Prison Study Analysis
    - Girl Interrupted Character Diagnosis
    - To the Bone Character Diagnosis
    - What About Bob Character Diagnosis
    - One Flew Over the Cuckoo's Nest Character Diagnosis
    - Presentation of Case Studies
    - Timeline Project: Psychological Terms, birth, life events,
    - Timeline Project: Interviews
    - Timeline Project: future events
    - Final Project: Careers in Psychology

Assessment Evidence

Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments: Quizzes Unit 6 Topic Tests
Common Benchmark Assessments: UWorld Test Prep College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test Albert IO Practice Exam(s)
Alternative Assessments: Kahoot Jeopardy

Core Instructional & Supplemental Materials
• Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall • One class set of textbooks per teacher/classroom & eBook access • Key Terms by Unit • AP PSYCH CED

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats:**Youtube videos about insane asylums**

- Use of assisted technology
- Use of prompt: **Pictures of treatments and facilities**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology: **Chromebook assignments**
- Use of prompts
- Modification of content and student products
- Testing accommodations: **More time**
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Youtube videos about somatoform and dissociative disorders**
- Use of assisted technology
- Use of prompts: **Graphic organizers of the different categories of disorders and treatment**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting

- Inquiry-based instruction
- Independent study: **What are the newest and most prevalent disorders in the US?**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption**
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word wall: **Mental disorders and treatment vocabulary**
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 7

Desired Results
Unit 7: AP Exam Review and Post Exam

Unit Summary: This unit will review the entire AP Psychology course content, as well as reviewing the format of the College Board exam. After students take the exam, they will use their psychological knowledge to apply to real-world situations and pop culture.

Learning Standards

NJSLS:

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity

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

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey

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

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

Interdisciplinary Connections:

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Learning Targets	
Unit Essential Questions: • How can I use what I've learned in psychology for the College Board exam? • How does psychology relate to my everyday life?	**Unit Enduring Understandings:** • The AP psychology course has many different theories and concepts that will be on the College Board exam, and students should use the strategies

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- How can psychology be applied to pop culture and what we see in the media?
- How can psychological theories be applied to things I see in movies and TV?

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learned in class about multiple choice, evidence-based, and article based questions.

- Psychology is the study of human thought and behavior and thus, the study as a whole relates to a person's everyday life.
- Social psychology, among other psychology subfields, can be applied to effects of pop culture and what we see in the media.
- Depending on the movie/TV show, psychological theories such as nature versus nurture, mental illness diagnosis, and many other psychological concepts can be applied.

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<tr>
<td colspan="2">Vocabulary: Any and all previous vocabulary can and will be used in this review unit</td>
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Students will be able to:

- SWBAT answer the following questions:
  - How does psychology have meaning in the real world?
  - How will studying Psychology benefit you in your Career & in Life?
- SWBAT demonstrate understanding of the following:
  - Apply theories and perspectives in authentic contexts
  - Analyze psychological research studies
  - Reflect on pop culture and media and apply it to psychological theory

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Learning Activities & Differentiation:

- Learning Activities:
  - AP Exam Review: Crossword Puzzle
  - AP Exam Review: Jeopardy
  - AP Exam Review: Save Gretta Game

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- AP Exam Review: Practice AP Exam
- AP Exam Review: Names to Know- supplemental
- AP Exam Review: FRQ Terms, by unit
- Movie/TV options*:
  - Inception
  - Shutter Island
  - A Beautiful Mind
  - The Stanford Prison Experiment Movie
  - Inside out
  - Worst roommate ever
  - Tinder Swindler
  - Evil Genius
  - *students are required to write a reflection paper about each movie/tv show and apply it to psychological theory.
- Create your own experiment

Unit 7 Stage 2 Assessment Evidence
Formative Assessments: Classwork and Homework Teacher Observation
Summative Assessments: Quizzes Unit 7 Topic Tests
Common Benchmark Assessments: UWorld Test Prep College Board Test Prep Assessments (MCQ, Evidence-based question, article analysis) question due day of test Albert IO Exam Review

Alternative Assessments:

Kahoot

Jeopardy

Reflection papers

Core Instructional & Supplemental Materials

- Myers' *Psychology for the AP Course* by Elizabeth Yost Hammer, David G Myers, C. Nathan DeWall
- One class set of textbooks per teacher/classroom & eBook access
- Key Terms hy Unit
- AP PSYCH CED

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Movies and TV shows**
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology

- Use of prompts: **Using pictures of famous people with mental illnesses**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology: **Use of chromebooks**
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **How has psychology impacted your life?**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers: **Closed caption**

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups