Hazlet Township Public Schools

COURSE OF STUDY

FOR

Advanced Placement Psychology

May/2022

Andrew Pollack

DEPARTMENT: Social Studies
COURSE: Advanced Placement Psychology

Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 1
1	Introduction To Psychology	6	Sensation and Perception I
2	Research Methods in Psychology I	7	Sensation and Perception II
3	Research Methods in Psychology II	8	States of Consciousness
4	Biological Psychology I	9	Learning
5	Biological Psychology II	10	Memory
Week	Marking Period 2	**Week**	Marking Period 2
11	Cognition and Language I	16	Motivation and Emotion I
12	Cognition and Language II	17	Motivation and Emotion II
13	Developmental Psychology I	18	**Stress, Coping, and Health**
14	Developmental Psychology II	19	Testing and Individual Differences I
15	Developmental Psychology III		
Week	Marking Period 3	**Week**	Marking Period 3
20	Testing and Individual Differences II	25	Psychotherapy I
21	Personality Theory I	26	Psychotherapy II
22	Personality Theory II	27	Social Psychology I
23	Psychological Disorders I	28	Social Psychology II
24	Psychological Disorders II		
Week	Marking Period 4		Marking Period 4
29	AP Exam Review	33	Post AP Exam Activity #2 Individual Student Project (TBA)
30	AP Exam Review	34	Post AP Exam Activity #2 Individual Student Presentation

31	Post AP Exam Activity #1 Individual Student Project (TBA)	35	AP Psychology Class Wrap Up (1)
32	Post AP Exam Activity #1 Individual Student Presentation	36	AP Psychology Class Warp Up (2)

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Themes and Skills and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.35

https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Core Instructional & Supplemental Materials including various levels of Texts

DEPARTMENT: Social Studies
COURSE: Advanced Placement Psychology

TEXTBOOK Zimbardo, (2010). Discovering Psychology (AP Edition). Allyn & Bacon Publishers

Time Frame	1 Week

Topic

Introduction To Psychology

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards
STANDARD AREA IA: INTRODUCTION AND RESEARCH METHODS
Content Standards
After concluding this unit, students understand:
IA-1. Contemporary perspectives used by psychologists to understand behavior and mental processes in context
IA-2. Major subfields and career opportunities that comprise psychology

Learning Activities & Key Concepts and Skills

Essential Questions:

- How do the contemporary perspectives used by psychologists attempt to understand behavior and mental processes?
- How do the major subfields in psychology offer career opportunities to individuals studying psychology?

Guiding Questions:

- In what ways do the following perspectives compare with each other: biological, behavioral, cognitive, and socio-cultural?
- What are the major subfields in psychology?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The way each perspective would explain a concept such as aggression.
- The different subfields in psychology: clinical, counseling, social, experimental, and developmental.

B: STUDENTS WILL UNDERSTAND THAT:

- There are limitations of each perspective in assessing behavior and mental processes.
- There are areas of applied specialization in psychology including: forensic, I/O,

sports, and cross-cultural.

C: STUDENTS WILL BE ABLE TO:

- Compare the primary emphases of the different perspectives.
- Explain the difference between a psychologist and psychiatrist.
- Role play and ethical dilemma related to psychology.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- Pretests
- Practice examinations
- Project progress reports
- Self-assessment
- Peer feedback
- Ungraded checks for understanding
- Feedback on quality of ungraded
- Class discussion

Summative:

- Major project completion
- Posttests
- Content assessments (e.g., unit
- tests, midterms, finals)
- Portfolio presentations

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics

in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes and projects to find solutions to real world problems.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.,1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online

community .
8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Time Frame	2 Weeks

Topic

Research Methods in Psychology

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards
Content Standards
IA-3. Research strategies used by psychologists to explore behavior and mental processes
IA-4. Purpose and basic concepts of statistics
IA-5. Ethical issues in research with human and other animals that are important to psychologists
IA-6. Development of psychology as an empirical science

Learning Activities & Key Concepts and Skills

Essential Questions:

- **How are the research strategies that are used by psychologists used to explore behavior and mental processes?**
- **How are basic statistics used in psychological research?**
- **How do psychologists address the ethical issues in research with humans and animals?**
- **How did psychology develop as an empirical science?**

Guiding Questions:

- What is the role of ethics in research and professional practice?
- What are the elements of an experiment?
- Why is sampling important in psychological research?
- What is the difference between quantitative and qualitative research strategies?
- What are descriptive statistics and how are they used in behavioral science?
- What are the measures of central tendency?

- What are correlational studies and how are they used in psychology?
- How are inferential statistics used in psychological research?
- What are the ethical issues in psychological research?
- In what ways is psychology rooted in philosophy and the natural sciences?
- When was the emergence of experimental psychology?
- In what ways are the major psychological theories of the 21st century becoming more diverse?
- Explain the ways psychology is striving to increase its inclusiveness of diverse interests and constituents?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- The ethical obligations of psychologists.
- Independent and dependent variables, confounding variables, control and experimental groups in a description of an experiment.
- The difference between a representative sample and a biased sample.
- The characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional studies, and experiments.
- The way to calculate the mean, median and mode for a set of data.
- The difference between positive, negative and zero correlations.
- That psychologists use statistics to draw **inferences.**
- **The importance of adhering to the APA ethical standards when doing research.**
- **That diversity of topics in psychology generates contemporary research.**

B: STUDENTS WILL UNDERSTAND THAT:

- There is a suitability of a given research method for a given research hypothesis.
- There are characteristics of a normal distribution.
- Correlation can be used to make predictions about future behavior or performance.
- Statistical significance is a statement about probability.
- There are pros and cons of the use of humans and animals in psychological research.
- Philosophical issues became psychological when tested empirically.
- Wilhelm Wundt made major contributions to experimental psychology.
- Different theories of psychology produce different explanations of a particular behavior (e.g., truancy and altruism).
- Research bias has influenced research

C: STUDENTS WILL BE ABLE TO:

- Role play and ethical dilemma related to psychology.
- Design an experiment in which the hypothesis, population, sample, IV, DV, experimental and control groups are properly identified.
- Apply the concepts of range and standard deviation to supplemental information about central tendency in a normal distribution.
- Explain the difference between correlation and causation.
- Summarize some 19th century psychological research findings (e.g. Helmholtz, Weber, and Fechner).

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

●Pretests
●Practice examinations
●Project progress reports
●Self-assessment
●Peer feedback
●Ungraded checks for understanding
●Feedback on quality of ungraded
●Class discussion

<u>Summative:</u>

●Major project completion
●Posttests
●Content assessments (e.g., unittests, midterms, finals)
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Interdisciplinary Connections

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Computer Science & Design Thinking

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DEPARTMENT: Social Studies
COURSE: Advanced Placement Psychology

Time Frame	Two Weeks

Topic

Biological Psychology

Alignment to Standards

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https://www.apa.org/education-career/k12/national-standards

Content Standards
IIA-1. Structure and function of the neuron
IIA-2. Organization of the nervous system
IIA-3. Hierarchical organization of the structure and function of the brain
IIA-4. Technologies and clinical methods for studying the brain
IIA-5. Structure and function of the endocrine system
IIA-6. How heredity interacts with the environment to influence behavior
IIA-7. How psychological mechanisms are influenced by evolution

Learning Activities & Key Concepts and Skills

Essential Questions:

- How is the neuron organized structurally
- and functionally?
- How is the nervous system organized?
- How is the human brain organized hierarchically, structurally, and functionally?
- How are the various technologies used for studying the brain?
- How are the brains hemispheres specialized?
- How is the endocrine system specialized structurally and functionally?
- How does heredity influence behavior?
- How are psychological mechanisms influenced by evolution?
  How are ethical considerations applied to cloning non-humans?
- How would, if you could select genetic traits for your children, which ones would you select and why?

Guiding Questions:

- **Does the neuron form the basis for neural**
- **communication?**
- **Explain the way information transmitted and integrated in the nervous system?**
- **Why is the process of neural transmission modified by heredity and environment?**
- **Why is the nervous system classified into major divisions and subdivisions?**
- **What are the differential functions of the subdivisions of the nervous system?**
- **What are the various structures and functions of the major brain regions?**
- **What are the specific functions of the Voila lobes of the cerebral cortex?**
- **Explain the way technology provides various methods to analyze brain behavior and disease?**

- **What are the differential functions of the left and right hemispheres?**
- **What is the relationship between the endocrine glands and the nervous system?**
- **In what ways is the relationship between heredity and environment on behavior assessed?**

Essential Knowledge, Skills & Enduring Understandings:
A: STUDENTS WILL KNOW:

- **The structure and function of different parts of a neuron.**
- **The process of synaptic transmission.**
- **The effects of certain drugs or toxins on neurotransmitter function.**
- **The component parts of the central nervous system.**
- **The difference between the somatic and autonomic nervous systems.**
- **The different functions of the major brain regions.**
- **The functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex.**
- **That lesions and electrical stimulation in animal research provide information about brain functions.**
- **The role of the corpus callosum in hemispheric communication.**
- **The effect of the hypothalamus on the endocrine system.**
- **The relationship between DNA, genes, and chromosomes.**
- **The environment selects traits and behaviors that increase the survival rate of organisms.**

B: STUDENTS WILL UNDERSTAND THAT:

- There are internal and external stimuli that initiate the communication process in the neuron.
- Both excitatory and inhibitory neural transmissions play a role in nervous system communication.
- There is a relationship between the role of neurotransmitters and Parkinson's disease, hyperactivity, and multiple sclerosis.
- There are divisions of the peripheral
- nervous system.
- There is a relationship between the sympathetic and parasympathetic nervous systems and heart rate along with other physiological responses.
- CAT, PET, MRI, and EEG scans all provide information about the brain.
- Vision, motor, language, and other functions are regulated by each hemisphere.
- Fetal hormones influence sexual differentiation.
- Chromosomal abnormalities can cause Down's syndrome and/or Turner's syndrome.
- There is an interaction between evolutionary mechanisms with the environment in the areas of gender differences and aggression.

C: STUDENTS WILL BE ABLE TO:

- Describe the electrochemical process that propagates the neural impulse.
- Explain the purpose and findings of split brain research.
- Give examples of hormones that are linked to behavior.
- Use the results of twin and adoption studies to assess the influence of heredity and environment on behavior.
- Compare and contrast mating behavior of animals and humans.

Suggested Learning Activities:
https://www.apa.org/education-career/k12/national-standards-resources

Assessments

<u>Formative:</u>
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Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT: Social Studies
COURSE: Advanced Placement Psychology

Time Frame	Two Weeks

Topic

Sensation and Perception

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards
Content Standards
After concluding this unit, students understand:
IIB-1. Basic concepts explaining the capabilities and limitations of sensory processes
IIB-2. Interaction of the person and the environment in determining perception
IIB-3. Nature of attention

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are the capabilities and limitations of sensory processes explained?
- How does the interaction between the person and the environment determine perception?
- How is the nature of attention explained?

Guiding Questions:

- **Explain how the concepts of threshold, adaptation, and constancy influence sensation and perception?**
- **Explain the way sensory systems operate?**
- **What are the forms of energy for which we do and do not have sensory receptors?**
- **In what ways do the sensory systems influence such things as engineering psychology, advertising, music, and architecture?**
- **What are the Gestalt principles such as figure-ground, continuity, similarity, proximity, and closure?**
- **What are binocular and monocular depth cues?**
- **In what ways do motivation, environmental variables, past experience, culture, and expectations influence perception?**
- **What is meant by attention?**
- **In what ways does attention differ for demanding versus simple tasks?**

Essential Knowledge, Skills & Enduring Understandings:
A: STUDENTS WILL KNOW:

- Various demonstrations that illustrate threshold, adaptation, and constancy.
- The parts of the eye and the ear and be able to explain the role of each part.
- The differences between the sensory capabilities between humans and other species.
- Various illustrations of gestalt principles.
- That three dimensional viewers and random dot stereogram's use stereopsis to create depth.
- That environmental variables and variables related to the individual affect every day phenomena such as eyewitness testimony, or why students from different schools disagree about an official's call in a football game.
- Various examples of selected attention and divided attention.

B: STUDENTS WILL UNDERSTAND THAT:

- There are other sensory systems such as taste and touch.
- There are examples of sensory principles in music and art.
- There are examples of monocular depth cues in pictures, paintings, and photographs.
- Perceptual principles may relate to stereotypes and prejudice

C: STUDENTS WILL BE ABLE TO:

- Describe cross-cultural studies that illustrate cultural differences and similarities in sensation and perception.
- Design a demonstration that illustrates the difference between selective attention and divided attention.

Suggested Learning Activities

https://www.apa.org/education-career/k12/national-standards-resources

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Time Frame	One Week

Topic
States of Consciousness

Alignment to Standards
Content Standards All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula https://www.apa.org/education-career/k12/national-standards IVD-1. Nature of consciousness IVD-2. Characteristics of sleep and theories that explain why we sleep IVD-3. Theories used to explain and interpret dreams IVD-4. Basic phenomena and uses of hypnosis IVD-5. Categories of psychoactive drugs and their effects

Learning Activities & Key Concepts and Skills
Essential Questions: ● How are the characteristics of sleep and the theories that explain why we sleep explained? ● How are the theories used to explain and interpret dreams? ● How and why is hypnosis and used? ● How are psychoactive drugs and their effects categorized?

DEPARTMENT:_____ COURSE:_____

Guiding Questions:

- What is the NREM-REM sleep cycle?
- What are the theories that explain why we sleep?
- What are the types of sleep disorders?
- What is meant by individual differences in dream content and dream recall?
- What do different theories say about the use and meaning of dreams?
- What are the possible uses of hypnosis in psychology?
- What are the effects of narcotics, depressants, stimulants, and hallucinogens?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **There is a difference between NREM and REM sleep.**
- **The theories of sleep as a restorative function as well as the evolutionary theory.**
- **Treatments for insomnia.**
- **There are several theories of dreaming including activation-synthesis and the**
- **Freudian theory.**
- **Some people are better hypnotic subjects than others.**
- **The common names and sources of psychoactive drugs.**
- **Some drugs have the potential for physiological as well as psychological dependence.**

B: STUDENTS WILL UNDERSTAND THAT:

- There are effects of sleep deprivation.
- There are specific symptoms for narcolepsy and sleep apnea.
- There is a process involved in hypnosis including induction, suggestibility, and amnesia.
- Hypnosis can be used in pain control and psychotherapy.

C: STUDENTS WILL BE ABLE TO:

- Chart the differences between NREM and REM sleep.
- Collect and analyze data about dream recall and content using an informal survey.
- Make a drug classification chart.
- Identify the neuro-chemical mechanism of drugs.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- Pretests
- Practice examinations
- Project progress reports
- Self-assessment
- Peer feedback
- Ungraded checks for understanding
- Feedback on quality of ungraded
- Class discussion

Summative:

- Major project completion
- Posttests
- Content assessments (e.g., unit-tests, midterms, finals)

●Portfolio presentations

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes and projects to find solutions to real world problems.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g.,1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of

information.

Computer Science & Design Thinking
New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community . 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	One Week

Topic
Learning

Alignment to Standards
All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula https://www.apa.org/education-career/k12/national-standards STANDARD AREA IVA: LEARNING IVA-1. Characteristics of learning IVA-2. Principles of classical conditioning IVA-3. Principles of operant conditioning IVA-4. Components of cognitive learning

DEPARTMENT:_____ COURSE:_____

IVA-5. Roles of biology and culture in determining learning

Learning Activities & Key Concepts and Skills

Essential Questions:

- **How do psychologists describe the characteristics of learning ?**
- **How are the principles of classical conditioning explained?**
- **How are the principles of operant conditioning explained?**
- **How is cognitive learning broken down into its basic components?**
- **How is the relationship between biology and culture understood in determining learning?**

Guiding Questions:

- **What is learning defined as from a psychological viewpoint?**
- **In what ways is learning a vehicle to promote adaptation through experience?**
- **What is the classical conditioning paradigm?**
- **What is the operant conditioning paradigm?**
- **What does observational learning entail?**
- **What are the cognitive learning approaches?**
- **What are the biological contributions to learning?**
- **What is the role of culture in determining what behaviors will be learned?**
- **What are biological and cultural factors that interact to impede or enhance learning?**
- **What is the collaborative nature of some forms of learning within culture?**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **Learning is defined as a relatively permanent change in behavior resulting from experience.**
- **Changes in adaptation can result from genetic factors or learned experiences.**
- **According to Pavlov's theory, a neutral stimulus becomes capable of evoking a response through pairing with an unconditioned stimulus.**
- **That consequences influence behavior, such as reinforcement strengthening a behavior's occurrence.**
- **Bandura's bobo doll study is an example of learning by observation.**
- **That expectation plays a role in promoting learning.**
- **The limitations imposed on learning by biological constraints.**
- **That there are sociocultural factors that predict academic success.**

B: STUDENTS WILL UNDERSTAND THAT:

- That there is a difference between learning and performance.
- Cultures differ in promoting learned behaviors.
- There are different elements in classical conditioning examples.
- The consequences of punishment can control behavior.
- There are everyday examples of observational learning.
- Insight learning is different from other forms of learning.
- Garcia's taste-aversion learning studies had important implications for our understanding of the adaptive value of one-trial learning.
- There are environmental constraints on learning opportunities.

C: STUDENTS WILL BE ABLE TO:

- Demonstrate the use of theories of learning in applied examples.
- Design a procedure to produce classically conditioned responses.
- Apply operant conditioning to correcting behavior, such as using shaping or chaining.

- Discuss the impact of role model

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
●Pretests
●Practice examinations
●Project progress reports
●Self-assessment
●Peer feedback
●Ungraded checks for understanding
●Feedback on quality of ungraded
●Class discussion
Summative:
●Major project completion
●Posttests
●Content assessments (e.g., unit-tests, midterms, finals)
●Portfolio presentations

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

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structured learning experiences, service learning, or volunteering.
9.1.12.F.6Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
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Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	One Week

DEPARTMENT:_____ COURSE:_____

Topic

Memory

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IVB: MEMORY
Content Standards
IVB-1. Encoding, or getting information into memory
IVB-2. Sensory, working or short-term, and long-term memory systems
IVB-3. Retrieval, or getting information out of memory
IVB-4. Biological bases of memory
IVB-5. Methods for improving memory
IVB-6. Memory constructions

Learning Activities & Key Concepts and Skills

Essential Questions:

- **How is information encoded into memory?**
- **How do short-term and long-term storage systems operate?**
- **How is information retrieved from memory?**
- **How are the biological bases of memory understood?**
- **How are the methods for improving memory explained?**

Guiding Questions:

- **What is the difference between surface and elaborative processing?**
- **What are the factors that influence encoding?**
- **What does short-term memory function do?**
- **What does long-term memory function do?**
- **What is the importance of retrieval cues in memory?**
- **What is the role of interference in retrieval?**
- **What are the difficulties created by the reconstructive memory processes?**
- **Which brain structures are most important to memory?**
- **What are the factors that interfere with memory?**
- **What are strategies for improving memory based on our understanding of memory?**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **Short term memory has limits in terms of duration and capacity.**
- **Long term memory has unlimited capacity and duration.**
- **There are differences between contextual and state related cues.**
- **There are differences between proactive and retroactive interference.**
- **Claims of repressed childhood memories rely on reconstructive memories.**
- **Damage to the hippocampus can affect memory.**
- **Interference in memory can reduce academic performance.**
- **Using mnemonic devises can help improve memory.**

B: STUDENTS WILL UNDERSTAND THAT:

- **Chunking can increase the capacity for short-term memory.**
- **There are differences between episodic, semantic, and procedural memories.**
- **The tip-of-the-tongue phenomenon is due to incomplete retrieval.**
- **Reconstructive memories can influence eyewitness testimony.**
- **Certain types of brain damage like stroke and Alzheimer's can impair memory.**
- **Certain case studies illustrate various types of memory loss.**
- **There are certain strategies to enhance deep processing and to minimize the effect of interference.**

C: STUDENTS WILL BE ABLE TO:

- Conduct a demonstration that uses short term memory.
- Explore the controversy surrounding repressed memories related to child abuse.
- Describe how concepts such as mass versus distributed practice, over-learning, and schemas might relate to studying.

Suggested Learning Activities:
https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
●Pretests
●Practice examinations
●Project progress reports
●Self-assessment
●Peer feedback
●Ungraded checks for understanding
●Feedback on quality of ungraded
●Class discussion
Summative:
●Major project completion
●Posttests
●Content assessments (e.g., unit-tests, midterms, finals)
●Portfolio presentations

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DEPARTMENT:_____ COURSE:_____

Career Readiness, Life Literacies, and Key Skills
New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. 9.1.12.F.6Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas. 9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes and projects to find solutions to real world problems.
Computer Science & Design Thinking
New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community . 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	Two Weeks

Topic
Cognition and Language

Alignment to Standards

DEPARTMENT:_____ COURSE:_____

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IVC: THINKING AND LANGUAGE
Content Standards
IVC-1. Basic elements comprising thought
IVC-2. Strategies and obstacles involved in problem solving and decision-making
IVC-3. Structural features of language
IVC-4. Theories and developmental stages of language acquisition
IVC-5. Links between thinking and language

Learning Activities & Key Concepts and Skills

Essential Questions:

- **How is thought broken down into basic elements?**
- **How are the strategies and obstacles involved in problem solving and decision making understood?**
- **How are the structural features of language explained?**
- **How are the theories and developmental stages of language acquisition understood?**
- **How are the links between language and thinking explained?**
- **How would you use your own personal experience as "data" to characterize the nature of insight? How does this sort of process occur and what triggers it?**
- **How and when do we use algorithms and heuristics in our everyday life? How do they help us? How do they get in the way?**
- **How are intelligence and creativity correlated and could you be taught to increase one of them**

Guiding Questions:

- **Why is thinking defined as a mental process involved in the manipulation and understanding of information?**
- **What are concepts and how do we define them?**
- **Why is problem solving a specific type of thinking?**
- **What is creative thinking and in what ways can it be used in problem solving?**
- **What are the obstacles that inhibit problem solving and decision-making?**
- **What is the definition of language?**
- **Why is language organized into hierarchical structures?**
- **What are the effects of development on language acquisition?**
- **What are the theories of language acquisition?**
- **What is the research involving whether or not animals can acquire and use language?**
- **What is the influence of language o**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- Mental images and verbal symbols are elements that comprise thinking.
- There are specific steps used in the problem-solving process.
- Creative thinking strategies, such as divergent thinking, brainstorming, and restructuring, are used in problem solving.
- Mental sets and functional fixedness prevent the solving of a problem.
- There are specific properties such as meaningfulness, structure, and reference in

language.
- The basic units of language are phonemes and that they can be combined in meaningful ways called morphemes.
- Psychologists can trace the stages of language development from infancy to childhood.
- There are current theories of language acquisition.
- There is a form of communication between honeybees.
- According to Whorf's linguistic relativity hypothesis language determines and influences how we think.

B: STUDENTS WILL UNDERSTAND THAT:
- Algorithms, heuristics, and insight are used in problem solving.
- Social factors have an effect on problem solving.
- Language is not limited to sounds by using American Sign Language.
- Morphemes combine to form words, phrases, and sentences.
- There is a critical period for language acquisition by using examples, such as Genie and the Wild Boy of Averyon.
- Culture has an effect on language acquisition.
- Apes have been taught to use human language to a degree.
- Sexist language can influence the thought processes.

C: STUDENTS WILL BE ABLE TO:
- Discuss how researchers study concept formation.
- Discuss how beliefs and motives influence reasoning.
- Describe the role of grammar in language systems.
- Debate the advantages and disadvantages of bilingual education.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
- **Pretests**
- **Practice examinations**
- **Project progress reports**
- **Self-assessment**
- **Peer feedback**
- **Ungraded checks for understanding**
- **Feedback on quality of ungraded**
- **Class discussion**

Summative:
- **Major project completion**
- **Posttests**
- **Content assessments (e.g., unit-tests, midterms, finals)**
- **Portfolio presentations**

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

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Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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DEPARTMENT:_____ COURSE:_____

Time Frame	Three Weeks

Topic

Developmental Psychology

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards
STANDARD AREA IIIA: LIFE SPAN DEVELOPMENT
Content Standards:
IIIA-1. Development as a lifelong process
IIIA-2. Research techniques used to gather data on the developmental process
IIIA-3. Theories of development
IIIA-4. Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Learning Activities & Key Concepts and Skills

Essential Questions:

- How is meant that personality is a construct?
- How are the most influential personality approaches and theories described?
- How are assessment tools used in studying personality?

Guiding Questions:

- **Why do psychologists define personality as the individuals' unique way of thinking, feeling, and acting?**
- **Why are personality constructs used as a framework for organizing behavioral phenomena?**
- **What are the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches?**
- **What are the important contributions in the understanding of personality?**
- **In what ways are objective and projective personality tests distinguished?**
- **What are the tests used in personality assessment?**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- Studying personality can explain individual differences as well as consistencies.
- Personality constructs can guide behavioral research.
- Different personality approaches address the influence of free will and determinism differently.
- External stimuli, modeling, and situational context can influence behavior.
- There are key features that differentiate personality tests such as the MMPI-2 and the TAT.

B: STUDENTS WILL UNDERSTAND THAT:

- Culture, family, and genetics influence personality development.
- There are certain inherit difficulties faced by personality researchers in studying personality

- Self perception and needs play a role in an individuals thoughts, feelings, and actions.

C: STUDENTS WILL BE ABLE TO:

- Explore the impact of sociocultural factors on personality development including ethnicity, gender, sexual orientation, ability/disability, etc...
- Apply the different personality approaches to a case study.
- Classify primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena.

Suggested Learning Activities:
https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
●Pretests
●Practice examinations
●Project progress reports
●Self-assessment
●Peer feedback
●Ungraded checks for understanding
●Feedback on quality of ungraded
●Class discussion
Summative:
●Major project completion
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Interdisciplinary Connections

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Time Frame	Two Weeks
Topic	
Motivation And Emotion	
Alignment to Standards	
All standards used in the development of this course of study come from: The National	

DEPARTMENT:_____ COURSE:_____

Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IIC: MOTIVATION AND EMOTION
Content Standards
IIC-1. Motivational concepts
IIC-2. The role of biology and learning in motivation and emotion
IIC-3. Major theories of motivation
IIC-4. Interaction of biological and cultural factors in emotions and motivations
IIC-5. Role of values and expectancies in determining choice and strength of motivation
IIC-6. Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among
these aspects
IIC-7. Effects of motivation and emotion on perception, cognition, and behavior

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are motivational concepts explained?
- How are the biological and environmental cues that initiate basic drives or motives understood?
- How are the major theories of motivation explained?
- How do biological and cultural factors interact in the development of motives?
- How is the role of values and expectancies understood in determining choice and strength of motivation?
- How do the physiological, affective, cognitive, and behavioral aspects of emotions interact?
- How are the effects of motivation and emotion on perception, cognition, and behavior, understood?

Guiding Questions:

- **How do psychologists apply motivational concepts to the behavior of humans and other animals?**
- **How does the interaction between internal cues and environmental cues** determine motivation derived from basic drives?
- How are the situational cues giving rise to anger and fear explained?
- How are the situational cues and individual characteristics giving rise to curiosity and anxiety explained?
- How are the various theories of motivation such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of need, and drive reduction explained?
- How do common motives develop?
- How can the expectancy value theory be used to explain human behavior?
- How are the primary theories of emotion including James-Lange, Cannon-Bard, and cognitive theories, understood?
- How do differing level s of motivation influence differences in perception?
- How do learning, memory, problem solving, and decision making influence motivation and emotion and vice versa?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **They have their own personal motives, goals, and values.**
- **Environmental cues like the smell of cooking food influences when we feel**

hungry.
- **Certain factors can influence why one person would become curious and another person anxious in the same situation.**
- **They can use Maslow's theory to make predictions about meeting needs.**
- **That the development of their own motives was affected by their parents, peers, as well as genetic and biological factors.**
- **Expectancy –value theory can used to explain how they spend their evenings.**
- **Research supports the various theories of emotion.**

B: STUDENTS WILL UNDERSTAND THAT:
- Values and motives are appealed to in political campaigns and television advertisements.
- Concepts of homeostasis and adaptation level can be applied to understanding motivated behavior.
- That their own motivation from the beginning of the school year to the present change.

C: STUDENTS WILL BE ABLE TO:
- Give an example of how motivation is studied in animals.
- Discuss how motives differ for those who drop out of school compared to those who stay in school.
- Gather examples of advertisements or political appeals designed to arouse or motivate behavior or choice.

Suggested Learning Activities:
https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
- **Pretests**
- **Practice examinations**
- **Project progress reports**
- **Self-assessment**
- **Peer feedback**
- **Ungraded checks for understanding**
- **Feedback on quality of ungraded**
- **Class discussion**

Summative:
- **Major project completion**
- **Posttests**
- **Content assessments (e.g., unit-tests, midterms, finals)**
- **Portfolio presentations**

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for

DEPARTMENT:_____ COURSE:_____

Reading
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NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.F.6Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes and projects to find solutions to real world problems.

Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
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8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple

DEPARTMENT:_____ COURSE:_____

sources

Time Frame	One Week

Topic

Stress, Coping, and Health

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IID: STRESS, COPING, AND HEALTH
Content Standards
IID-1. Sources of stress
IID-2. Physiological reactions to stress
IID-3. Psychological reactions to stress
IID-4. Cognitive and behavioral strategies for dealing with stress and promoting health

Learning Activities & Key Concepts and Skills

Essential Questions:

- How is frustration defined and how it can be a source of stress?
- What are the results of research about stress effects on animals?
- What are examples of approach–approach, approach–avoidance, and avoidance–avoidance conflicts?
- How do the hassles of contemporary life, are a source of stress?
- How do our cognitive appraisal of situations cause stress?
- How do challenges in work environments, such as violence, harassment, and downsizing, increase stress reactions
- What is the impact of discrimination from sexism, heterosexism, racism, ageism, on stress levels?
- What is the impact of discrimination on people with accents or distinguishing phenotypes?
- How does poverty impact levels of daily stress?

Guiding Questions:

- **What are** the results of initial fight or flight experiments with animals to human stress reactions?
- What is Selye's General Adaptation Syndrome (GAS)?
- How can stress affect the immune system?

- How can models such as learned helplessness, help us understand stress?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **How personal examples of how stress can impair psychological functioning in such areas as work, school, and relationships.**
- **How stress can affect neurotransmitter function, mood states, and immunity to illness.**
- **How stress may have positive outcomes.**
- **How cultural differences can influence one's reaction to stress.**

B: STUDENTS WILL UNDERSTAND THAT:

- The use of problem solving and other cognitive strategies may help to cope with stress and promote health
- Person versus situation attributions for life events can influence one's response to stressors and promote health
- There are beneficial effects of hope and optimism.

C: STUDENTS WILL BE ABLE TO:

- Explain how defense mechanisms, regular exercise, relaxation, spiritual practices, and social support can help to alleviate some negative effects of stress and promote health
- Brainstorming ways in which changing behavior may alleviate some negative effects of stress and promote health
- Identify behavioral strategies for coping with stress that can negatively influence health, such as smoking and substance abuse
- Discuss the pros and cons of seeking professional help to cope with stress.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- **Pretests**
- **Practice examinations**
- **Project progress reports**
- **Self-assessment**
- **Peer feedback**
- **Ungraded checks for understanding**
- **Feedback on quality of ungraded**
- **Class discussion**

Summative:

- **Major project completion**
- **Posttests**
- **Content assessments (e.g., unit-tests, midterms, finals)**
- **Portfolio presentations**

DEPARTMENT:_____ COURSE:_____

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
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Career Readiness, Life Literacies, and Key Skills

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Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
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8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career

needs. 8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	Two Weeks

Topic

Testing and Individual Differences

Alignment to Standards

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https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IVE: INDIVIDUAL DIFFERENCES
Content Standards
IVE-1. Concepts related to measurement of individual differences
IVE-2. Influence and interaction of heredity and environment on individual differences
IVE-3. Nature of intelligence
IVE-4. Nature of intelligence testing

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are the concepts related to measurement of individual differences explained?
- How do heredity and environment influence individual differences?
- How is the nature of intelligence explained?
- How is the nature of intelligence testing described?

Guiding Questions:

- **In what ways do psychologists define intelligence, creativity, and personality?**
- **What are the basic statistical concepts in testing?**
- **In what ways is personality and intelligence influenced by heredity and environment?**
- **In what ways is intelligence linked to cognitive skills and strategies?**
- **In what ways does intelligence change over time?**
- **What are the theories of intelligence?**
- **In what ways do intelligence tests reflect differences among people?**
- **Can intelligence tests predict achievement?**

DEPARTMENT:_____ COURSE:_____

- **What are the limitations of using conventional intelligence tests?**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **Procedures for establishing test validity and reliability.**
- **Various studies demonstrate how environmental variables influence the development of intellectual skills.**
- **That cognitive process, such as reasoning and speed of processing, are involved in intelligence.**
- **Children's capacity for intelligent behavior increases as they get older.**
- **Gardner's theory of multiple intelligences and Sternberg's triarchic theory are used to understand the nature of intelligence.**
- **Certain variables have changed and other variables have stayed the same if a child has the same IQ test score in 1stand 9th grade.**
- **Correlations exist between IQ and academic achievement.**
- **Certain abilities are commonly included in intelligence tests**

B: STUDENTS WILL UNDERSTAND THAT:

- Certain tests are more useful for a
- particular purpose when given relevant
- data about validity and reliability.
- Studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence.
- Planning and self-regulation play a role in intelligence.
- Practice and effort increase intelligence.
- Intelligence is several abilities.
- Intelligence and aptitude tests correlate with ability to do a job, but tests of motivation and personality increase the ability to predict how well individuals actually perform.
- In other cultures other skills might be included in tests of intelligence.

C: STUDENTS WILL BE ABLE TO:

- Discuss the relationship between intelligence and musical, artistic, and other special abilities.
- Use the IQ formula in specific examples to come up with a hypothetical individuals IQ.
- Explain why education increases intelligence.
- Explore the consequences of using labels derived from testing, such as "genius," "normal," or "mentally/cognitively disabled"

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- **Pretests**
- **Practice examinations**
- **Project progress reports**
- **Self-assessment**
- **Peer feedback**
- **Ungraded checks for understanding**

●Feedback on quality of ungraded
●Class discussion
<u>Summative:</u>
●Major project completion
●Posttests
●Content assessments (e.g., unit-tests, midterms, finals)
●Portfolio presentations

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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Computer Science & Design Thinking

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Time Frame	Two Weeks

Topic

Personality Theories

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA IIIB: PERSONALITY AND ASSESSMENT
Content Standards

DEPARTMENT:_____ COURSE:_____

IIIB-1. How to distinguish between personality and personality constructs
IIIB-2. Personality approaches and theories
IIIB-3. Assessment tools used in personality

Learning Activities & Key Concepts and Skills

Essential Questions:

- How is meant that personality is a construct?
- How are the most influential personality approaches and theories described?
- How are assessment tools used in studying personality?

Guiding Questions:

- **Why do psychologists define personality as the individuals' unique way of thinking, feeling, and acting?**
- **Why are personality constructs used as a framework for organizing behavioral phenomena?**
- **What are the characteristics of the psychoanalytic, cognitive-behavioral, humanistic, and trait approaches?**
- **What are the important contributions in the understanding of personality?**
- **In what ways are objective and projective personality tests distinguished?**
- **What are the tests used in personality assessment?**

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **Studying personality can explain individual differences as well as consistencies.**
- **Personality constructs can guide behavioral research.**
- **Different personality approaches address the influence of free will and determinism differently.**
- **External stimuli, modeling, and situational context can influence behavior.**
- **There are key features that differentiate personality tests such as the MMPI-2 and the TAT**.

B: STUDENTS WILL UNDERSTAND THAT:

- Culture, family, and genetics influence personality development.
- There are certain inherit difficulties faced by personality researchers in studying personality.
- Self perception and needs play a role in an individuals thoughts, feelings, and actions

C: STUDENTS WILL BE ABLE TO:

- Explore the impact of sociocultural factors on personality development including ethnicity, gender, sexual orientation, ability/disability, etc...
- Apply the different personality approaches to a case study.
- Classify primary dimensions, such as emotional stability or extraversion, as a way to organize behavioral phenomena.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:
●Pretests
●Practice examinations
●Project progress reports
●Self-assessment
●Peer feedback
●Ungraded checks for understanding
●Feedback on quality of ungraded
●Class discussion

Summative:
●Major project completion
●Posttests
●Content assessments (e.g., unit-tests, midterms, finals)
●Portfolio presentations

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT:_____ COURSE:_____

Computer Science & Design Thinking
New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community . 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	Two Weeks

Topic
Psychological Disorders

Alignment to Standards
All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula https://www.apa.org/education-career/k12/national-standards STANDARD AREA VA: PSYCHOLOGICAL DISORDERS Content Standards After concluding this unit, students understand: VA-1. Characteristics and origins of abnormal behavior VA-2. Methods used in exploring abnormal behavior VA-3. Major categories of abnormal behavior VA-4. Impact of mental disorders

DEPARTMENT:_____ COURSE:_____

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are the characteristics and origins of abnormal behavior understood?
- How are the methods used in exploring abnormal behavior applied?
- How are the major categories of abnormal behavior differentiated?
- How is the impact of mental disorders evaluated?
- How would a study show that “crazy people” were more creative and happier than “normal” or “sane” people? How would your theory of abnormal or pathological behavior change?
- How does the DSM help therapists? How might it not be helpful? If you were on a committee that was determining the criteria and various other relevant information about a particular set of disorders (e.g., prevalence of the disorder in the population at large, related disorders, etc.), what would you consider important information to include?

Guiding Questions:

- What do psychologists use to distinguish the common characteristics of abnormal behavior?
- What are examples of abnormal behavior?
- What do judgments of abnormality relate to in the contexts in which those judgments occur?
- What are the major explanations for
- the origins of abnormality?
- What is the purpose of different research methods in studying abnormality?
- What are the advantages and limitations of different research methods for studying abnormality?
- In what ways do psychologists categorize abnormality?
- What are the challenges associated with making an accurate diagnosis of mental illness?
- What are some of the factors that influence vulnerability to abnormal behavior?
- What is the stigma associated with abnormal behavior?
- In what ways can psychologists and mental health clinicians promote a greater understanding of abnormal behavior to combat the stigma associated with mental illness?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- There are criteria used to distinguish disordered from normal behavior.
- There needs to be observable or reportable symptoms to diagnose abnormal behavior.
- The influence of context in designating behavior as being abnormal.
- The biological approach emphasizes disorders arising from physiological sources.
- Case studies, experiments, and surveys are all methods used in researching abnormal behavior.
- There are preferred methods for answering specific research questions.
- Abnormal behavior is grouped into select categories including but not limited to
- anxiety disorders, mood disorders, substance abuse disorders, and schizophrenia.
- Class, gender, ethnicity, or age can bias a diagnosis of abnormality.
- Sociocultural factors can influence vulnerability to abnormal behavior.
- Historic or fictional examples of stigmatized behavior.
- There are historic examples of efforts used to promote tolerance of those stigmatized by mental disorders

DEPARTMENT:_____ COURSE:_____

B: STUDENTS WILL UNDERSTAND THAT:

- Certain patterns of behavior can constitute abnormality.
- Disorders can be distinguished on the basis of severity of interference of functioning, such as psychotic versus non-psychotic disorders.
- Judgments of abnormality have changed throughout history.
- Psychological approaches to categorizing disorders are based on emotional turmoil, distorted thinking, and experiences in learning.
- Animal models of abnormality can offer insights into human problems.
- Categories of abnormality are based on specific symptoms.
- Psychologists with different orientations can produce different conclusions about the same case example.
- The role inheritability plays in increasing the risk for abnormal behavior.
- Abnormal conditions can influence acceptance in contemporary life.
- Strategies can be developed that can promote support for individuals with mental disorders

C: STUDENTS WILL BE ABLE TO:

- Give example of how some abnormal behaviors may be designated as abnormal only in a particular historical or cultural context.
- Identify the socio-cultural implications of labeling behavior as abnormal.
- Watch as case study that illustrates the long-term impact of diagnostic labels even after successful treatment.
- Read examples of how definitions of abnormality differ over time and across cultures.
- Create a chart of mental disorder categories.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- Pretests
- Practice examinations

- ●Project progress reports
- ●Self-assessment
- ●Peer feedback
- ●Ungraded checks for understanding
- ●Feedback on quality of ungraded
- ●Class discussion

Summative:

- ●Major project completion
- ●Posttests
- ●Content assessments (e.g., unit-tests, midterms, finals)
- ●Portfolio presentations

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

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Computer Science & Design Thinking

DEPARTMENT:_____ COURSE:_____

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
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Time Frame	Two Weeks

Topic

Psychotherapy

Alignment to Standards

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https://www.apa.org/education-career/k12/national-standards

STANDARD AREA VB: TREATMENT OF PSYCHOLOGICAL DISORDERS
Content Standards
VB-1. Prominent methods used to treat individuals with disorders
VB-2. Types of practitioners who implement treatment
VB-3. Legal and ethical challenges involved in delivery of treatment

Learning Activities & Key Concepts and Skills

Essential Questions:

- How are the prominent methods used to treat people with mental disorders explained?
- How are the types of mental health professionals who implement treatment differentiated?
- How are the legal and ethical challenges involved in the delivery of treatment understood?

Guiding Questions:

- What is the availability and appropriateness of various modes of treatment for people with mental disorders?
- What are the characteristics of effective treatments and prevention?
- What type of training do mental health professional receive?
- What are the strategies used to locate appropriate therapists?
- Where does mental health and law intersect?
- What is the influence of law on the practice of psychotherapy?

Essential Knowledge, Skills & Enduring Understandings:
A: STUDENTS WILL KNOW:

- There are major treatment orientations used in therapy.
- There are specific criteria used to evaluate the success of a treatment.
- There are various types of intervention specialists: psychologist versus psychiatrist versus counselor versus social worker.
- There are ways to locate care providers through established systems such as local mental health associations and local hospitals.
- There are conflicts between individual rights and rights of society, such as deinstitutionalization, and commitment proceedings.
- There are ethical obligations that a therapist must adhere to in order to practice competently.

B: STUDENTS WILL UNDERSTAND THAT:

- There are distinguishing characteristics between psychotherapy, medical intervention, and spiritual support.
- There is specific evidence required in order for a treatment orientation to be considered successful.
- There are advantages and disadvantages to different types of mental health care providers.
- It is important to match the presenting problem to the expertise and orientation of the care provider.
- There is a difference between “competent to stand trial” versus “legally insane” status.
- Confidentiality regulations protect client privacy.

C: STUDENTS WILL BE ABLE TO:

- Make a chart illustrating different treatment formats, such as individual, couples, group, or systems.
- Write an essay describing different treatment strategies.
- Read passages identifying historic or fictional examples involving mental health judgments in legal settings.
- Read case examples illustrating the right to treatment as well as the right to refuse treatment.

Suggested Learning Activities:
https://www.apa.org/education-career/k12/national-standards-resources

Assessments

Formative:

- Pretests
- Practice examinations

- ●Project progress reports
- ●Self-assessment
- ●Peer feedback
- ●Ungraded checks for understanding
- ●Feedback on quality of ungraded
- ●Class discussion

Summative:

- ●Major project completion
- ●Posttests
- ●Content assessments (e.g., unit-tests, midterms, finals)
- ●Portfolio presentations

Interdisciplinary Connections

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Computer Science & Design Thinking

DEPARTMENT:_____ COURSE:_____

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8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Time Frame	Two Weeks

Topic

Social Psychology

Alignment to Standards

All standards used in the development of this course of study come from: The National Standards For High School Psychology Curricula
https://www.apa.org/education-career/k12/national-standards

STANDARD AREA VC: SOCIAL AND CULTURAL DIMENSIONS OF BEHAVIOR
Content Standards
VC-1. Social judgment and attitudes
VC-2. Social and cultural categories
VC-3. Social influence and relationships

Learning Activities & Key Concepts and Skills

Essential Questions:

- **How are the factors that influence the formation of social judgment described?**
- **How are the social factors that can influence attitude formation and attitude change explained?**
- **How are the dynamics of group processes understood?**
- **How do social factors influence conformity, obedience, altruism, and**

aggression?

Guiding Questions:

- What is person perception and how is it influenced by social factors?
- What is attribution and how does it affect our explanation of behavior?
- What is the nature of bias and discrimination?
- What are the sources of attitude formation?
- What methods are used to change attitudes?
- What effect does the presence of others have on individual behavior?
- What processes influence intergroup dynamics?
- What factors affect productivity of groups?

Essential Knowledge, Skills & Enduring Understandings:

A: STUDENTS WILL KNOW:

- **Social schemas play a role in person perception.**
- **There are differences between internal and external attribution.**
- **Certain social situations can lead to increased bias.**
- **Attitude adoption can be explained through learning-based interpretations.**
- **Specific research studies have investigated the techniques used by advertisers to influence persuasion.**
- **Social facilitation can increase certain types of performance.**
- **There are certain processes involved in conflict resolution.**
- **Groupthink could have played a role in the 1986 space shuttle disaster.**
- **Group size plays an important role as a predictor of conformity.**
- **The arguments for and against the labeling of a given human behavior as altruistic.**
- **Biomedical, psychoanalytic, and social learning theories all offer explanations as to the nature of aggression.**

B: STUDENTS WILL UNDERSTAND THAT:

- Physical attractiveness may influence perception of others' personal qualities.
- Actor-observer bias and fundamental attribution errors influence explanations of behavior.
- Bias and discrimination can influence an individual's behavior towards others.
- Stereotypes and prejudice play a role in attitude formation and behavior.
- The media has the potential to influence positive attitude change.
- Research on the bystander effect is well documented.
- Ethnocentrism plays a role in the student's own behavior.
- There are both positive and negative outcomes of group polarization.
- Obedience to authority is a common phenomenon

C: STUDENTS WILL BE ABLE TO:

- Provide documented examples of the bystander effect.
- Speculate on the sources of opposition to the 1954 Supreme Court's decision regarding Brown v. The Board of Education of Topeka.
- Create a graph that shows the expected productivity level of an American business in which people work individually compared to those doing the same work in a work group.

Suggested Learning Activities:

https://www.apa.org/education-career/k12/national-standards-resources

DEPARTMENT:_____ COURSE:_____

Assessments

Formative:

- ●Pretests
- ●Practice examinations
- ●Project progress reports
- ●Self-assessment
- ●Peer feedback
- ●Ungraded checks for understanding
- ●Feedback on quality of ungraded
- ●Class discussion

Summative:

- ●Major project completion
- ●Posttests
- ●Content assessments (e.g., unit-tests, midterms, finals)
- ●Portfolio presentations

Interdisciplinary Connections

History, Social Studies, Science and Technical Subjects Grade 11-12 Anchor Standards for Reading
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Career Readiness, Life Literacies, and Key Skills

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.F.6Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes and projects

to find solutions to real world problems.

Computer Science & Design Thinking

New Jersey Student Learning Standards for Technology/Computer Science & Design Thinking
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community .
8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Modifications for Physical Education/Dance/or any other physical coursework
(ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements

- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.