

Verona Public School District Curriculum Overview

Advanced Placement Psychology



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
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Board Approval Date:
August 29, 2017

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Student must take the AP exam to earn AP course credit.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration X D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World X E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Wayne Weiten “Psychology: Themes and Variations, 9th edition” (2013) 	<ul style="list-style-type: none"> ● Unit PowerPoints ● Unit Concept Maps ● <i>Brain on Fire</i> ● Barron’s AP Psychology Review Book ● 5 Steps to a 5 Review Book ● Ap Psychology Crash Course Review Book ● Myer’s Psychology for AP Textbook ● Forty Studies that Changed Psychology ● 50 Great Myths in Psychology

- Syllabus and AP Standards Expectations
- Fact or Falsehood Activity – dispelling common myths
- Psychological Historical Figures Trading Cards
- Speed Dating
- Describing Psychological Scenarios
- Six Perspectives on one hand
- Identifying Perspectives through Scenarios
- Perspective Puzzles
- In Search of Ourselves documentary
- NOVA: What Darwin Knew
- Self Assessment – Psychology's Biggest Issues
 - The Case Study of Andrea Yates
- Dice and the bell curve activity
- Statistics and the bell curve demonstration
- Operational Definitions Lego lab
- Confounding variables activity
- Chocolate Chip Cookie statistics lab
- Correlation or Causation activity
- Independent vs. Dependent variable practice activity
- Article: NYT Psychology is Not In Crisis; Why Do So Many Studies Fail to Replicate?
- Reading – NYT Magazine “The Mixed Up Brothers of Bogota”
- Activity – Split Brain attempt at typing a shoe
- Neural Communication activity – using dominoes to illustrate action potential
- Neuron and Toilet Demonstration
- Candy Neuron Lab
- Brain Hats
- Parts of the Brain labeling packet (with coloring)
- Childhood Games and your Brain activity
- Orange Brain Surgery Lab
- Brain Damage Scenario activity
- Video – The Girl with Half a Brain
- Mind Modules activity on perception of language – explain and evaluate the research being conducted (with mini quiz)
- Taste Perception Lab
- Analyzing perceptual clues in Escher's art
- Threshold demonstration – can you tell the difference?
- Selective Attention – did you see the monkey?
- Human eye webquest

- Blind Spot test
- Mystery of the Senses videos “Vision” “Touch” “Taste” “Smell”
- Eye and Ear chart
- Activity – Perceptual illusions
- Does ESP exist?
- Guided meditation
- Socratic seminar – addiction – more than just substances?
- NOVA: What are dreams?
- Drug Detectives Activity
- Sleep Journal
- Discussion – Is Caffeine a Drug?
- Lemonade Classical Conditioning Demo
- Silent Debate – Media Violence and Social Learning
- Video Clips – Big Bang Theory, The Office
- Classical Conditioning with a Watergun
- Conditioning an Eyeblink
- Recall v Recognition Activity
- Monkey Business video
- Socratic Seminar: How does language shape thinking? Or does it?
- Silent Debate – do animals have language
- 60 Minutes – Eyewitness Testimony
- Bias in Memory
- Remembering the Seven Dwarfs
- Serial Position Effect in Recalling U.S. Presidents
- Activity – Memory Capacity
- The Déjà vu Illusions
- Memory of a Penny
- Student Journal – Earliest Recollections
- Reading – Creating a False Memory
- Discussion – Repressed Memories of Abuse
- Video – Jaycee Dugard interview with Diane Sawyer
- Activity – Confirmation Bias
- Time Magazine – What Do Animals Think
- Spot the fake smile (BBC)
- Lie detectors activity
- Deserted island and Maslow’s Hierarchy
- Unitasking activity
- Activity – The Hope Scale
- Discussion – Why do students go to college

- Motivation to eat scale
- Activity – Emotions and the Autonomic Nervous System
- Activity – What Do You Fear
- Evaluating Adoption Studies
- Nature v Nurture Q&A
- Project – Most Important Influence in One's Life
- Activity – Analyzing Differences in Cultural Norms
- Activity – Identifying Developmental Landmarks
- Demonstrating Preoperational Thought
- Activity – Analyzing/Measuring Types of Attachment
- Analyzing Types of Parental Authority Activity
- Project – Fitting My Life into Erikson?
- Time Reading – Alzheimer's
- Big 5 Personality test
- Personality slips activity
- Personality reflection paper
- Jungian Archetypes – a walk in the woods activity
- Defense mechanisms skit activity
- Activity – 15 Freudian Principle Statements
- Discussion – Freud's Legacy
- Newsweek Article – Freud in Our Midst
- Time Article – Does Temperament Matter?
- Mensa test, WWI IQ Test
- Activity – What Is Intelligence? Design Your Own Test
- Activity – Assessing Creativity
- Discussion – Genes and Intelligence
- Discussion – Defining Psychological Well-Being
- Activity – Defining Psych Disorders
- Activity – You Are The Clinician (diagnosing psych disorders)
- Discussion – DSM-V
- Video – Bellevue Inside Out
- Discussion and Activity – The Effects of Labeling
- Activity – Andrea Yates Case Study
- Activity – The Curious Experiences Inventory
- Video – The Secret life of the Brain – The Teenage Brain, A World of Their Own
- Activity – Schizotypal Personality Questionnaire
- Discussion – The Availability and Adequacy of Treatment
- Activity – Systematic Desensitization to Phobias

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| | <ul style="list-style-type: none">● Discussion and Video – ECT● Discussion and Project – Evolution of Mental Health Treatment● Activity – Applying Research on Conformity (Violating Social Norms Project)● Project – A Personal Cultural History● Activity – Measuring Stereotypes● Activity – Defining Aggression● Case Studies – The Bystander Effect● Video – Witness |
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Unit Title / Topic: History and Approaches

Unit Duration: 1 week

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula

- 1.1 Define psychology as a discipline and identify its goals as a science
- 1.2 Describe the emergence of psychology as a scientific discipline
- 1.3 Describe perspectives employed to understand behavior and mental processes
- 1.4 Explain how psychology evolved as a scientific discipline
- 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals
- 2.2 Describe the major subfields of psychology
- 2.3 Identify the important role psychology plays in benefiting society and improving people's lives

New Jersey Student Learning Standards (NJSLS) for Literacy:

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1. Write arguments focused on *discipline-specific content*.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Analyze why some theories of psychology have lasted while others have not

Evaluate situations using each of the modern approaches to psychology

Meaning**Students will understand that:**

Students will understand that:

- Philosophy serves as the foundation for psychological science. □
- The explanation of behavior requires multiple theoretical approaches, each contributing some insight into behavior.

Essential Questions:

- How do monist and dualist philosophies attempt to explain the mind-body problem? □
- What are the strengths and weaknesses of the theoretical approaches to explaining behavior?

Acquisition of Knowledge & Skills**Students will know:**

- Psychoanalytic/Psychodynamic
- Behaviorism
- Humanism
- Biological Perspective
- Cognitive psychology
- Clinical psychology
- Evolutionary psychology
- Socio-Cultural Approach
- Structuralism
- Functionalism
- Gestalt psychology
- Introspection
- Psychiatry
- Psychology

Students will be able to:

- Recognize how philosophical perspectives shaped the development of psychological thought. □
- Describe and compare different theoretical approaches explaining behavior:
- Structuralism, functionalism, and behaviorism in the early years; □
- Gestalt, psychoanalytic/psychodynamic, and humanism emerging later; □
- Evolutionary, biological, and cognitive as more contemporary approaches. □
- Recognize the strengths and limitations of applying theories to explain behavior. □
- Distinguish the different domains of psychology: □
- Biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, psychometric, and social. □
- Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, □Jean Piaget, Carl Rogers, B.F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt). □

Stage 2: Acceptable Evidence**Transfer Task**

1. Debriefing: Students write an essay on which side of the mind-body problem they fall on, monist or dualist and why.
2. Classifying main ideas and details graphic organizer: Create a graphic organizer for the strengths and weaknesses of the approaches. □

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Syllabus and AP Standards Expectations
4. Fact or Falsehood Activity – dispelling common myths
5. Psychological Historical Figures Trading Cards
6. Speed Dating
7. Describing Psychological Scenarios
8. Six Perspectives on one hand
9. Identifying Perspectives through Scenarios
10. Perspective Puzzles
11. In Search of Ourselves documentary
12. NOVA: What Darwin Knew
13. Self Assessment – Psychology's Biggest Issues, The Case Study of Andrea Yates

Unit Title / Topic: Research Methods

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Describe the scientific method and its role in psychology
- 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods
- 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity
- 1.4 Discuss how and why psychologists use non-human animals in research
- 2.1 Identify ethical standards psychologists must address regarding research with human participants
- 2.2 Identify ethical guidelines psychologists must address regarding research with nonhuman animals
- 3.1 Define descriptive statistics and explain how they are used by psychological scientists
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists
- 3.3 Define correlation coefficients and explain their appropriate interpretation
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods
- 3.5 Explain other statistical concepts, such as statistical significance and effect size
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis

New Jersey Student Learning Standards (NJSL) for Literacy:

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses. □
- Describe how research design drives the reasonable conclusions that can be drawn
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

Meaning

Students will understand that:

Students will understand that:

- Psychological science is based upon scientific thinking, methodology, and reporting of data. □
- Statistics in psychology serve as the foundation for making inferences in explaining behavior.
- Ethical research practices are instrumental in protecting participants. □

Essential Questions:

- What elements of the research design drive a study's ability to report reasonable conclusions? □
- How can statistics be used to illustrate the important finding of a study and clarify confusion in the public? □
- What safeguards are there for participants of psychological research? □

Acquisition of Knowledge & Skills

Students will know:

- Students will acquire a solid foundation which includes knowledge of the processes of scientific inquiry (such as formulating and testing hypotheses).
- Students will acquire a solid foundation which includes knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, documents).
- Students will develop questions and ideas to initiate and refine research.
- Students will conduct research to answer questions and evaluate information and ideas.
- Students will design and conduct field and laboratory investigations to study nature and society.
- Students will organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.

Students will be able to:

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses. □
- Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations). □
- Identify independent, dependent, confounding, and control variables in experimental designs. □
- Distinguish between random assignment or participants to conditions in experiments and random selection of participants, primarily in correlational studies and □surveys. □
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research studies). □
- Distinguish the purposes of descriptive statistics and inferential statistics. □
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central □tendency, standard deviation). □
- Discuss the value of reliance on operational definitions and measurement in behavior research. □
- Identify how ethical issues inform and constrain research practices. □
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) □protect research participants and promote sound ethical practice.

Stage 2: Acceptable Evidence**Transfer Task**

Design and conduct a research study on a school related behavior.

- a. Evidence of scientific method (e.g., question, hypothesis method design, variables, groups, etc.)
- b. Statistical analysis of data□
- c. Ethical considerations that must be accounted for

Stage 3: Activities

1. Unit PowerPoint
2. Unit Mind Mapping
3. Dice and the bell curve activity
4. Statistics and the bell curve demonstration
5. Operational Definitions Lego lab
6. Identifying Confounding variables activity
7. Chocolate Chip Cookie statistics lab
8. Correlation or Causation activity
9. Independent vs. Dependent variable practice activity
10. Article: NYT Psychology is Not In Crisis; Why Do So Many Studies Fail to Replicate?

Unit Title / Topic: Biological Bases of Behavior

Unit Duration: 2-3 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Identify the major divisions and subdivisions of the human nervous system
- 1.2 Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3 Differentiate between the structures and functions of the various parts of the central nervous system
- 1.4 Describe lateralization of brain functions
- 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system
- 2.1 Describe how the endocrine glands are linked to the nervous system
- 2.2 Describe the effects of hormones on behavior and mental processes
- 2.3 Describe hormone effects on the immune system
- 3.1 Describe concepts in genetic transmission
- 3.2 Describe the interactive effects of heredity and environment
- 3.3 Explain how evolved tendencies influence behavior
- 4.1 Identify tools used to study the nervous system
- 4.2 Describe advances made in neuroscience
- 4.3 Discuss issues related to scientific advances in neuroscience and genetics

New Jersey Student Learning Standards (NJSL) for Literacy:

- NJLSA.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.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.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.
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific **tasks, purposes, and audiences**.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques). □
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior. □
- Predict how traits and behavior can be selected for their adaptive value.

Meaning

Students will understand that:

Students will understand that:

- The neuron and neurotransmission are responsible for all behavior. □
- The brain, nervous system, and endocrine system all work together to ensure all behavior occurs and that it occurs seamlessly.
- Genetics and heredity interact with nurturing to create the whole "person." □
- The evolution of the brain and methods to study it are continually teaching psychologists about the interaction between nature and nurture. □

Essential Questions:

- How does neurotransmission enable behavior? □
- To what extent do different parts of the brain control divisions in the nervous system and endocrine system? □
- How are the various biological systems (brain, nervous, and endocrine) similar and different? □
- What is meant by "nature versus nurture" and how does this influence our understanding of behavior? □
- How have and how do psychologists investigate the workings of the brain?

Acquisition of Knowledge & Skills

Students will know:

- Major brain regions, lobes, and cortical areas. □
- Brain lateralization and hemispheric specialization.
- Structures of, functions of, and relationships among human body systems.
- ACH
- Action Potential
- All or None Law
- Amygdala
- Association areas
- ANS/CNS

Students will be able to:

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons. □
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms). □
- Discuss the effect of the endocrine system on behavior. □
- Describe the nervous system and its subdivisions and functions

- Axon
- Behavioral genetics
- Soma
- Cerebellum
- Cerebral Cortex
- Chromosomes
- Corpus callosum
- CT scan
- Dendrites
- Endocrine system
- Limbic System
- Endorphins
- Forebrain
- Midbrain
- Hindbrain
- Identical and Fraternal twins
- Heritability
- Four lobes
- Motor Cortex
- Afferent/Efferent Neurons
- Myelin Sheath
- Natural Selection
- Neurons
- Neurotransmitters
- Sympathetic/Parasympathetic Nervous System
- Pituitary Gland
- Pons
- Resting Potential
- Reticular Formation
- Somatic nervous system
- Spinal Cord
- Synapse
- Thalamus

- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques). □
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior. □
- Predict how traits and behavior can be selected for their adaptive value. □
- Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke). □

Stage 2: Acceptable Evidence

Transfer Task

1. Biological Bases Diagram: Full body diagram (including sagittal view of brain and lateral view of brain) of brain, nervous system, and endocrine system. □
2. Socratic Seminar – Fishbowl: Student led and directed discussions on nature and nurture. □

Stage 3: Activities

1. Unit PowerPoint
2. Unit Concept Map
3. 50 Great Myths of Psychology assignment – Chapter 1
4. Reading – NYT Magazine “The Mixed Up Brothers of Bogota”
5. Activity – Split Brain attempt at typing a shoe
6. Neural Communication activity – using dominoes to illustrate action potential
7. Neuron and Toilet Demonstration
8. Candy Neuron Lab
9. Brain Hats
10. Parts of the Brain labeling packet (with coloring)
11. Childhood Games and your Brain activity
12. Orange Brain Surgery Lab
13. Brain Damage Scenario activity
14. Video – The Girl with Half a Brain
15. Mind Modules activity on perception of language – explain and evaluate the research being conducted (with mini quiz)

Unit Title / Topic: Sensation and Perception

Unit Duration: 2-3 Weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Discuss processes of sensation and perception and how they interact
- 1.2 Explain the concepts of threshold and adaptation
- 2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors
- 2.2 Describe the visual sensory system
- 2.3 Describe the auditory sensory system
- 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)
- 3.1 Explain Gestalt principles of perception
- 3.2 Describe binocular and monocular depth cues
- 3.3 Describe the importance of perceptual constancies
- 3.4 Describe perceptual illusions
- 3.5 Describe the nature of attention
- 3.6 Explain how experiences and expectations influence perception

New Jersey Student Learning Standards (NJSLS) for Literacy:

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.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.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
 WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects). □
2. Evaluate the capabilities and limitations of sensory process
3. Analyze the interactions of the person and environment in determining perception

Meaning

Students will understand that:

Students will understand that:

- Attention significantly influences the conscious sensation and perception of environmental stimuli.
- Transduction of energy is the foundation of all sensation. □
- Our body uses intricate sensory processes to filter the information that it is constantly bombarded with from the environment. □
- Perception of the environment varies from the actual sensory data collected by the body as a result of different experiences. □

Essential Questions:

- How can sensory and perceptual differences and errors be explained through attentional processes? □
- How does transduction occur differently in each of the sensory modalities and lead to sensation in the brain? □
- How can a single error in the course of any of the sensory processes lead to significant sensory disorders? □
- How do the sensory processes of the body interact with cognitive processes of the brain to create differing perceptions of the same stimuli?

Acquisition of Knowledge & Skills

Students will know:

- Absolute Threshold
- Perceptual Accommodation
- Basilar Membrane
- Binocular/Monocular cues
- Bottom-Up Processing
- Top down processing
- Cochlea
- Rods/ Cones
- Convergence
- Cornea
- Difference Threshold
- Ear Drum
- Feature detector

Students will be able to:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. □
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses. □
- Explain common sensory disorders (e.g., visual and hearing impairments). □
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception). □
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects). □
- Explain the role of attention in behavior. □

- Fovea
- Frequency Theory
- Gate Control theory
- Opponent Process Theory
- Place theory
- Habituation
- Hue
- Iris
- Lens
- Olfaction
- Optic nerve
- Perception
- Perceptual constancy
- Pheromones
- Pitch
- Pupil
- Retina
- Retinal disparity
- Sensation
- Sensory adaptation
- Shape constancy
- Signal detection theory
- Size constancy
- Subliminal perception
- Taste buds
- Transduction
- Trichromatic Theory
- Vestibular sense
- Weber's Law

- Challenge common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel). □

Stage 2: Acceptable Evidence

Transfer Task

1. Sensory Chart: Students create a chart for five major senses including specific receptor cells, energy to be transduced, and three positive and negative consequences of “turning off” that sense. □
2. Journal: Students discuss the prompt – “You have suffered some accident/ illness that has caused you to lose one of your senses, describe which of the senses you would want to lose and why along with how an accident/illness could cause you to lose one of your senses.” □

Stage 3: Activities

1. Taste Perception Lab
2. Analyzing perceptual clues in Escher's art
3. Threshold demonstration – can you tell the difference?
4. Selective Attention – did you see the monkey?
5. Human eye webquest
6. Blind Spot test
7. Mystery of the Senses videos “Vision” “Touch” “Taste” “Smell”
8. Eye and Ear chart
9. Activity – Perceptual illusions
10. Does ESP exist?

Unit Title / Topic: States of Consciousness

Unit Duration: 1.5 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 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)
- 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
- 2.4 Describe types of sleep disorders
- 2.5 Compare theories about the functions of dreams
- 3.1 Characterize the major categories of psychoactive drugs and their effects
- 3.2 Describe how psychoactive drugs act at the synaptic level
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs
- 3.4 Explain how culture and expectations influence the use and experience of drugs
- 4.1 Describe meditation and relaxation and their effects
- 4.2 Describe hypnosis and controversies surrounding its nature and use
- 4.3 Describe flow states

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WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Evaluate the relationship between conscious and unconscious processes
2. Analyze characteristics of sleep and theories that explain why we sleep and dream
3. Analyze the categories of psychoactive drugs and their effects

Meaning

Students will understand that:

Students will understand that:

- Sleep and dreaming play a vital role in the psychological well-being of a person. □
- Altered states of consciousness can have both psychological and physical impacts.

Essential Questions:

- How does the circadian rhythm and sleep cycle ensure both physical and psychological health? □
- Why and how is dreaming related to good psychological health? □
- How do biological and sociocultural influences affect a person's attitude and response to altered states of consciousness? □

Acquisition of Knowledge & Skills

Students will know:

- Activation synthesis hypothesis
- Circadian rhythms
- Consciousness
- Depressants
- EEG
- Hallucinogens
- Hypnosis
- Insomnia
- Latent Content
- Manifest Content

Students will be able to:

- Describe various states of consciousness and their impact on behavior. □
- Discuss aspects of sleep and dreaming: □
- Stages and characteristics of the sleep cycle; □
- Theories of sleep and dreaming; □
- Symptoms and treatments of sleep disorders. □
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy). □
- Explain hypnotic phenomena (e.g., suggestibility, dissociation). □

- Meditation
- Narcolepsy
- Opiate
- Physical Dependence
- Psychoactive drugs
- REM sleep
- Sleep apnea
- Stimulants
- Tolerance
- Withdrawal

- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects. □
- Discuss drug dependence, addiction, tolerance, and withdrawal. □
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard). □

Stage 2: Acceptable Evidence

Transfer Task

A-B-C Summary: Each student must select a word starting with that letter and explain how it is related to sleep. □

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Guided meditation
4. Socratic seminar – addiction – more than just substances?
5. NOVA: What are dreams?
6. Drug Detectives Activity
7. Sleep Journal
8. Discussion – Is Caffeine a Drug?
9. 50 Great Myths in Psychology – Chapter 5 Altered States

Unit Title / Topic: Learning

Unit Duration: 1.5 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Describe the principles of classical conditioning
- 1.2 Describe clinical and experimental examples of classical conditioning
- 1.3 Apply classical conditioning to everyday life
- 2.1 Describe the Law of Effect
- 2.2 Describe the principles of operant conditioning
- 2.3 Describe clinical and experimental examples of operant conditioning
- 2.4 Apply operant conditioning to everyday life
- 3.1 Describe the principles of observational and cognitive learning
- 3.2 Apply observational and cognitive learning to everyday life

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WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Provide examples of how biological constraints create learning predispositions. □
2. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and □learned helplessness. □
3. Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used □to address behavioral problems. □

Meaning

Students will understand that:

Students will understand that:

- Classical conditioning, operant conditioning, and observational learning serve as the backbone for which learning occurs. □
- Biological, cognitive, and sociocultural factors influence quality of learning. □
- Behaviorist principles can be used to address maladaptive behaviors. □

Essential Questions:

- Explain how can classical conditioning, operant conditioning, or observational learning occur on a “daily” basis? □
- How do nature and nurture influence the process of conditioning and learning? □
- What is the role of motivation in learning? □
- How can conditioning and observational learning be used to modify behavior? □

Acquisition of Knowledge & Skills

Students will know:

- Aversion therapy
- Classical Conditioning
- Unconditioned and Conditioned Response
- Unconditioned and Conditioned Stimulus
- Extinction
- Stimulus Discrimination
- Stimulus Generalization
- Schedules of reinforcement
- Primary vs. Secondary Reinforcers
- Operant Conditioning
- Observational Learning
- Biofeedback
- Positive/Negative Reinforcement
- Positive/Negative Punishment
- Shaping
- Reflex
- Law of Effect
- Learned Helplessness
- Partial Reinforcement

Students will be able to:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavior problems.
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B.F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

Stage 2: Acceptable Evidence

Transfer Task

Inside-Outside Circle: Students write their own classical and operant conditioning scenarios, then inside and outside circles of students face each other and quiz one another. Outside circle moves to create new pairs.

Oral Questioning: Use oral questions to gauge understanding of the role of motivation in learning. Examples:

- How is motivation different from learning?
- How does motivation relate to learning?
- When does your best learning occur? Why?
- Can learning take place without motivation?

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Lemonade Classical Conditioning Demo
4. Silent Debate – Media Violence and Social Learning
5. Video Clips – Big Bang Theory, The Office
6. 50 Great Myths in Psychology – Chapter 4 Teaching Old Dogs New Tricks
7. Classical Conditioning with a Watergun
8. Conditioning an Eyeblink

Unit Title / Topic: Cognition

Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

Language

- 1.1 Describe the structure and function of language
- 1.2 Discuss the relationship between language and thought
- 2.1 Explain the process of language acquisition
- 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
- 2.3 Evaluate the theories of language acquisition
- 3.1 Identify the brain structures associated with language
- 3.2 Discuss how damage to the brain may affect language

Memory

- 1.1 Identify factors that influence encoding
- 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing
- 1.3 Discuss strategies for improving the encoding of memory
- 2.1 Describe the differences between working memory and long-term memory
- 2.2 Identify and explain biological processes related to how memory is stored
- 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)
- 2.4 Discuss strategies for improving the storage of memories
- 3.1 Analyze the importance of retrieval cues in memory
- 3.2 Explain the role that interference plays in retrieval
- 3.3 Discuss the factors influencing how memories are retrieved
- 3.4 Explain how memories can be malleable
- 3.5 Discuss strategies for improving the retrieval of memories

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Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory). □
2. Implement strategies for memory improvement. □
3. Identify problem-solving strategies as well as factors that influence their effectiveness.
4. Evaluate theories and developmental stages of language development

Meaning

Students will understand that:

Students will understand that:

- Attention plays a significant role in how a memory is processed, stored, and encoded. □
- The effort spent on encoding information will directly affect the depth of understanding and retrieval. □
- The biological and psychological systems of memory are supported by effective encoding, storage, and constructive techniques. □
- Language acquisition, development, and use are directly influenced by both nature and nurture, while having a reciprocally dependent relationship with cognition. □
- Cognitions provide the basis for problem-solving and creative solutions. □

Essential Questions:

- How is “attention” the sensory gateway to our brain? □
- How is effort directly related to processing information?
- How do encoding and construction influence memory both psychologically and biologically in the brain? □
- How do the acquiring, development, and use of language influence cognitions of a person throughout life?
- What cognitive problem solving strategies do humans use that make creative thinkers the envy of society? □

Acquisition of Knowledge & Skills

Students will know:

- Algorithms
- Amnesia
- Heuristic
- Availability heuristic
- Cognition
- Concept
- Confirmation bias
- Declarative Memory
- Procedural Memory
- Sensory Memory
- Working Memory
- Encoding
- Functional fixedness
- Implicit v Explicit Memory
- Insight
- Language
- Phoneme
- Morpheme
- Semantics
- Syntax
- Telegraphic Speech
- Short term v Long term Memory
- Storage
- Long term potentiation
- Mental set
- Proactive v Retroactive interference

Students will be able to:

- Compare and contrast various cognitive processes including:
 - effortful versus automatic processing; □
 - deep versus shallow processing; □
 - focused versus divided attention. □
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory). □
- Outline the principles that underlie effective encoding, storage, and construction of memories. □
- Describe strategies for memory improvement. □
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language. □
- Identify problem-solving strategies as well as factors that influence their effectiveness. □
- List the characteristics of creative thought and creative thinkers. □
- Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller). □

Stage 2: Acceptable Evidence

Transfer Task

Acrostic Poem: Using the word *Processing* students come up with 10 related concepts that must include each of the letters in processing somewhere from the cognitive unit. □

3-Minute Pause: Give students 3 minutes to reflect on the relationship between cognitions, language, and memory using the following prompts:

I was surprised about... □

I changed my attitude about... □

I still am struggling with...

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Recall v Recognition Activity
4. Monkey Business video
5. Socratic Seminar: How does language shape thinking? Or does it?
6. Silent Debate – do animals have language
7. 60 Minutes – Eyewitness Testimony
8. Bias in Memory
9. Remembering the Seven Dwarfs
10. Serial Position Effect in Recalling U.S. Presidents
11. Activity – Memory Capacity
12. The Déjà vu Illusions
13. Memory of a Penny
14. Student Journal – Earliest Recollections
15. Reading – Creating a False Memory
16. Discussion – Repressed Memories of Abuse
17. Video – Jaycee Dugard interview with Diane Sawyer
18. Activity – Confirmation Bias
19. Time Magazine – What Do Animals Think

Unit Title / Topic: Motivation & Emotion

Unit Duration: 2-3 Weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

Motivation

- 1.1 Explain biologically based theories of motivation
- 1.2 Explain cognitively based theories of motivation
- 1.3 Explain humanistic theories of motivation
- 1.4 Explain the role of culture in human motivation
- 2.1 Discuss eating behavior
- 2.2 Discuss sexual behavior and orientation
- 2.3 Discuss achievement motivation
- 2.4 Discuss other ways in which humans and nonhuman animals are motivated

Emotion

- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions
- 1.3 Differentiate among theories of emotional experience
- 2.1 Explain how biological factors influence emotional interpretation and expression
- 2.2 Explain how culture and gender influence emotional interpretation and expression
- 2.3 Explain how other environmental factors influence emotional interpretation and expression
- 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
- 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

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WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Evaluate different perspectives on motivation and emotion
2. Analyze emotional interpretation and expression

Meaning

Students will understand that:

Students will understand that:

- Biological and cognitive forces push and pull a person toward specific behaviors (e.g., eating, sex, social). □
- Emotions are biological phenomenon that are influenced and interpreted through cognitions and social norms. □
- Stress is a psychological phenomenon that has many physiological and psychological effects.

Essential Questions:

- How can intrinsic and extrinsic motivation be influenced by, and influence behaviors that result from needs and drives?
- Why is intrinsic motivation inherently better for future success than extrinsic motivation? □
- How do cultural norms and cognitions influence the emotion felt by the biological arousal that produced it? □
- What are the long term physiological effects that result from psychological stress? □

Acquisition of Knowledge & Skills

Students will know:

- Anorexia and Bulimia nervosa
- General adaptation syndrome
- Cannon Bard theory
- James-Lange Theory
- Two-Factor Theory

Students will be able to:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation). □
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis. □

- Biopsychosocial Model
- Psychoneuroimmunology
- Drive
- Emotion
- Motivation
- Extrinsic v Intrinsic Motivation
- Stress/Stressors
- Type A pattern behavior
- Type B pattern behavior
- Hierarchy of Needs
- Need for achievement
- Incentive
- Instinct
- Polygraph
- Sexual orientation
- Health psychology

- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weakness of each. □
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social). □
- Discuss theories of stress and the effects of stress on psychological and physical well-being. □
- Compare and contrast major theories of emotion (e.g., James-Lange, Cannon-Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language. □
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye). □

Stage 2: Acceptable Evidence

Transfer Task

1. **Create Your Own Example:** Students are asked to create their own example for a real-life experience of the interactions between:
 - a. Intrinsic motivation & drive □
 - b. Extrinsic motivation & drive □
2. **Journal Entry:** Students write on the prompt: “Why is intrinsic motivation inherently better for future success than extrinsic motivation?”

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Spot the fake smile (BBC)
4. Lie detectors activity
5. Deserted island and Maslow’s Hierarchy
6. Unitasking activity
7. 50 Great Myths in Psychology – Chapter 6
8. Activity – The Hope Scale
9. Discussion – Why do students go to college
10. Motivation to eat scale
11. Activity – Emotions and the Autonomic Nervous System
12. Activity – What Do You Fear

Unit Title / Topic: Developmental Psychology

Unit Duration: 2 Weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 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
- 1.5 Discuss issues related to the end of life
- 2.1 Discuss theories of cognitive development
- 2.2 Discuss theories of moral development
- 2.3 Discuss theories of social development
- 3.1 Describe physical development from conception through birth and identify influences on prenatal development
- 3.2 Describe newborns' reflexes, temperament, and abilities
- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language
- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood
- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development
- 7.1 Identify major physical changes associated with adulthood and aging
- 7.2 Describe cognitive changes in adulthood and aging
- 7.3 Discuss social, cultural, and emotional issues in aging

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Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Analyze the interaction of nature and nurture (including cultural variations) in the determination of behavior. □
2. Evaluate the influence of temperament and other social factors on attachment and appropriate □socialization. □
3. Analyze maturational challenges in adolescence, including related family conflicts

Meaning

Students will understand that:

Students will understand that:

- The development of a human being requires the influence of both nature and nurture as it relates to physical, brain, cognitive, moral, social, and personality growth. □
- The acquisition of healthy attachment styles significantly affects social, adolescent, and adulthood development. □
- Gender plays a significant role in social, cognitive, and personality development. □

Essential Questions:

- How do nature and nurture affect the physical and brain development of a human being? □
- How are cognitive and moral development intimately linked? □
- What changes occur as a person transitions from adolescence through adulthood into old age physically, cognitively, and socially?
- What role does attachment play in the development of a person cognitively and socially during adolescence and during adulthood? □
- How do sex and gender influence the social, cognitive, and personality development of a human being? □

Acquisition of Knowledge & Skills

Students will know:

- Accommodation
- Adolescence
- Alzheimer's
- Assimilation
- Attachment
- Sensorimotor Stage
- Concrete operational stage
- Object permanence
- Preoperational stage
- Formal operational stage
- Zygote
- Embryo
- Fetus
- Fetal alcohol syndrome
- Teratogens
- Gender
- Gender identity
- Imprinting
- Maturation
- Puberty
- Menarche
- Menopause
- Schemas

Students will be able to:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior. □
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse). □
- Discuss maturation of motor skills. □
- Describe the influence of temperament and other social factors on attachment and appropriate socialization. □
- Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing). □
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan). □
- Discuss maturational challenges in adolescence, including related family conflicts. □
- Characterize the development of decisions related to intimacy as people mature. □
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function. □
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky). □

Stage 2: Acceptable Evidence**Transfer Task**

Socratic Seminar: Socratic style discussion regarding moral development and the cognitive and social influences on morality.

Stage 3: Activities

1. NYT Magazine article – The Mixed Up Brothers of Bogota
2. NOVA - What Darwin Knew
3. Evaluating Adoption Studies
4. Nature v Nurture Q&A
5. Project – Most Important Influence in One's Life
6. Activity – Analyzing Differences in Cultural Norms
7. Activity – Identifying Developmental Landmarks
8. Demonstrating Preoperational Thought
9. Activity – Analyzing/Measuring Types of Attachment
10. Analyzing Types of Parental Authority Activity
11. Project – Fitting My Life into Erikson?
12. Time Reading – Alzheimer's

Unit Title / Topic: Personality

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Evaluate psychodynamic theories
- 1.2 Evaluate trait theories
- 1.3 Evaluate humanistic theories
- 1.4 Evaluate social–cognitive theories
- 2.1 Differentiate personality assessment techniques
- 2.2 Discuss the reliability and validity of personality assessment techniques
- 3.1 Discuss biological and situational influences
- 3.2 Discuss stability and change
- 3.3 Discuss connections to health and work
- 3.4 Discuss self-concept
- 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality

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Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. □
2. Describe and compare research methods that psychologists use to investigate personality □
3. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept

Meaning

Students will understand that:

Students will understand that:

- The concept of personality varies dependent upon the theory that is attempting to explain it.
- The research and assessment of personality is contentious because of the indistinct theories of personality. □
- The understanding of personality is influenced and colored by the cultural context in which it is viewed. □

Essential Questions:

- How do the psychoanalytic, humanistic, cognitive, trait, social learning, and behavioral theories of personality illustrate personality's complexity? □
- How can a psychologist study personality? □
- How is the difficulty of assessing personality compounded by issues of reliability and validity?
- How does a person's concept of self change in light of the culture in which they live? □

Acquisition of Knowledge & Skills

Students will know:

- Collective unconscious
- Defense mechanism
- Oedipus complex
- Displacement
- Ego
- Id
- Fixation
- Oral stage
- Genital stage
- Phallic stage
- Latency stage
- Humanistic psychology
- Personality
- Locus of control
- Pleasure principle
- Projection
- Projective test
- Psychosocial stages
- Rationalization
- Reaction formation
- Reality principle
- Reciprocal determinism
- Repression
- Rorschach inkblot test
- Self-actualization
- Self-concept
- Self-efficacy
- Superego
- Temperament
- Thematic appreciation test
- Trait
- Transference
- Unconscious

Students will be able to:

- Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. □
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality. □
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate □relative test quality based on reliability and validity of the instruments. □
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic □cultures). □
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl □Rogers).

Stage 2: Acceptable Evidence

Transfer Task

Essay

How do collectivist cultures differ from individualist cultures in personality? □

What traits would be more common in collectivist/individualistic cultures? □

Give an example of a collectivist trait you possess? An example of an individualistic trait? □

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Big 5 Personality test
4. Personality slips activity
5. Personality reflection paper
6. Jungian Archetypes – a walk in the woods activity
7. Defense mechanisms skit activity
8. Activity – 15 Freudian Principle Statements
9. Discussion – Freud's Legacy
10. Newsweek Article – Freud in Our Midst
11. Time Article – Does Temperament Matter?

Unit Title / Topic: Testing & Individual Differences

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Discuss intelligence as a general factor
- 1.2 Discuss alternative conceptualizations of intelligence
- 1.3 Describe the extremes of intelligence
- 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness
- 2.2 Identify current methods of assessing human abilities
- 2.3 Identify measures of and data on reliability and validity for intelligence test scores
- 3.1 Discuss issues related to the consequences of intelligence testing
- 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

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Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Analyze different perspectives on intelligence
2. Evaluate assessments of intelligence
3. Discuss issues in intelligence development

Meaning

Students will understand that:

Students will understand that:

- The concept of intelligence varies dependent upon the theory, the culture, and the type of test that is attempting to explain it. □
- Standardization of intelligence tests ensures greater reliability, validity, and interpretation of the scores based on the normal curve. □
- Intelligence testing and scores can be used to provide information about cognitive ability when culturally unbiased. □

Essential Questions:

- What are the characteristics of an intelligent person? □
- How has culture and time changed the concept of intelligence?
- How do standardization, reliability, and validity combine to provide information that can be used to make inferences concerning an intelligence test's scores and their interpretation on the normal curve? □
- Why does controversy surround the interpretation of intelligence scores, intelligence tests, and their used in labeling cognitive ability?

Acquisition of Knowledge & Skills

Students will know:

- Creativity
- Crystallized intelligence
- Divergent thinking
- Emotional intelligence
- Factor analysis
- Fluid intelligence
- "g" factor
- Intelligence
- Intelligence quotient (IQ)
- Mental Age
- Mental retardation
- Norm (testing)
- Reliability
- Standardization
- Triarchic theory of intelligence
- Validity

Students will be able to:

- Define intelligence and list characteristics of how psychologists measure intelligence:
 - Abstract versus verbal measures; □
 - Speed of processing □
- Discuss how culture influences the definition of intelligence. □
- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg). □
- Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. □
- Interpret the meaning of scores in terms of the normal curve. □
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled). □
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses. □
- Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

Stage 2: Acceptable Evidence

Transfer Task

Students will create, administer, and then modify an intelligence test.

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Mensa test, WWI IQ Test
4. 50 Great Myths in Psychology – Chapter 4
5. Activity – What Is Intelligence? Design Your Own Test
6. Activity – Assessing Creativity
7. Discussion – Genes and Intelligence

Unit Title / Topic: Abnormal Behavior

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Define psychologically abnormal behavior
- 1.2 Describe historical and cross-cultural views of abnormality
- 1.3 Describe major models of abnormality
- 1.4 Discuss how stigma relates to abnormal behavior
- 1.5 Discuss the impact of psychological disorders on the individual, family, and society
- 2.1 Describe the classification of psychological disorders
- 2.2 Discuss the challenges associated with diagnosis
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- 2.4 Evaluate how different factors influence an individual's experience of psychological disorders

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Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Describe contemporary and historical conceptions of what constitutes psychological disorders. □
2. Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. □
3. Identify the positive and negative consequences of diagnostic labels □

Meaning

Students will understand that:

Students will understand that:

- The various editions of the DSM attempt to describe specific abnormal behaviors that have been agreed upon today, while illustrating how the definition of abnormal has evolved throughout time. □
- As a result of the DSM and attempts to identify and help those who are abnormal, diagnostic labels have changed the lives of those diagnosed with mental disorders personally, publicly, and legally. □
- The definition of what abnormal really is depends greatly upon what approach to explaining abnormal behavior one exercises. □

Essential Questions:

- How has the concept of abnormal evolved throughout history? □
- What role has the DSM played in defining abnormal behavior? □
- What affect do diagnostic labels have on a person's social and cognitive well-being? □
- In what way do the legal system and the world of psychology intermingle? □
- How has the biopsychosocial approach to the explanation of abnormal behavior evolved from earlier theories? □

Acquisition of Knowledge & Skills

Students will know:

- Agoraphobia
- Antisocial personality disorder
- Anxiety disorders
- Bipolar disorder
- Conversion disorder
- Delusions
- Dissociative amnesia
- Dissociative disorders
- Dissociative fugue
- Dissociative identity disorder
- DSM-V
- Hallucinations
- Major depressive disorder

Students will be able to:

- Describe contemporary and historical conceptions of what constitutes psychological disorders. □
- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments. □
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. □
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural. □
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study). □

- Mania
- Mood disorders
- Obsessive compulsive disorder
- Panic disorder
- Personality disorders
- Phobia
- Posttraumatic stress disorder
- Schizophrenia
- Somatoform disorders
- Specific phobia

- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense). □

Stage 2: Acceptable Evidence

Transfer Task

1. **Timeline:** Students create a timeline to illustrate the evolving understanding of abnormal behavior throughout history. □
2. **Socratic Seminar:** Students discuss the positive and negative effects of diagnostic labels. □
3. **Misconception Check:** Present students with common or predictable misconceptions involving the legal system and abnormal behavior asking them to agree or disagree and explain. □

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. 50 Great Myths About Psychology – Chapter 9 Sad, Bad, Mad
4. Discussion – Defining Psychological Well-Being
5. Activity – Defining Psych Disorders
6. Activity – You Are The Clinician (diagnosing psych disorders)
7. Discussion – DSM-V
8. Video – Bellevue Inside Out
9. Discussion and Activity – The Effects of Labeling
10. Activity – Andrea Yates Case Study
11. Activity – The Curious Experiences Inventory
12. Video – The Secret life of the Brain – The Teenage Brain, A World of Their Own
13. Activity – Schizotypal Personality Questionnaire

Unit Title / Topic: Treatment of Abnormal Behavior

Unit Duration: 1.5 Weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Explain how psychological treatments have changed over time and among cultures
- 1.2 Match methods of treatment to psychological perspectives
- 1.3 Explain why psychologists use a variety of treatment options
- 2.1 Identify biomedical treatments
- 2.2 Identify psychological treatments
- 2.3 Describe appropriate treatments for different age groups
- 2.4 Evaluate the efficacy of treatments for particular disorders
- 2.5 Identify other factors that improve the efficacy of treatment
- 2.6 Identify treatment providers for psychological disorders and the training required for each
- 3.1 Identify ethical challenges involved in delivery of treatment
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)

New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1. Write arguments focused on *discipline-specific content*.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. □
2. Compare and contrast different treatment formats (e.g., individual, group). □
3. Summarize effectiveness of specific treatments used to address specific problems. □
4. Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment). □

Meaning**Students will understand that:**

Students will understand that:

- Psychotherapy is an effective tool for raising a person's quality of life that is experiencing abnormal behavior. □
- Efficacy of therapy varies with the abnormal behavior being treated, the therapist's orientation, treatment format, and the sociocultural factors affecting the client. □
- Positive psychology is changing psychotherapy from being reactive to being proactive in sustaining quality of life. □

Essential Questions:

- What are the different goals for effective psychotherapy?
- How does the relationship between client and therapist determine the effectiveness of therapy? □
- How is a treatment method's efficacy measured? □
- How does a client's social world help determine the effectiveness of therapy? □
- Why and how is positive psychology trying to change the role of therapy? □

Acquisition of Knowledge & Skills**Students will know:**

- Antidepressant drugs
- Antipsychotic drugs
- Behavior therapy
- Client centered therapy
- Cognitive therapy
- ECT
- Family therapy
- Group therapy
- Rational emotive behavior therapy
- Free association
- Meta analysis
- Psychoanalysis
- Psychotherapy
- Resistance
- Systematic desensitization
- Token economy
- Unconditional positive regard

Students will be able to:

- Describe the central characteristics of psychotherapeutic intervention. □
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning. □
- Compare and contrast different treatment formats (e.g., individual, group). □
- Summarize effectiveness of specific treatments used to address specific problems. □
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment). □
- Describe prevention strategies that build resilience and promote competence. □
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B.F. Skinner, Joseph Wolpe). □

Stage 2: Acceptable Evidence

Transfer Task

Fractured Fairytales Project

Stage 3: Activities

1. Unit PowerPoint
2. Concept Map
3. Discussion – The Availability and Adequacy of Treatment
4. Video – Bellevue Inside Out
5. Activity – Systematic Desensitization to Phobias
6. Discussion and Video – ECT
7. Discussion and Project – Evolution of Mental Health Treatment
8. 50 Great Myths of Psychology Chapter 11 – Skills and Pills

Unit Title / Topic: Social Psychology

Unit Duration: 2 Weeks

Stage 1: Desired Results

Established Goals:

American Psychological Association National Standards for High School Psychology Curricula:

- 1.1 Describe attributional explanations of behavior
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior
- 1.3 Identify persuasive methods used to change attitudes
- 2.1 Describe the power of the situation
- 2.2 Describe effects of others' presence on individuals' behavior
- 2.3 Describe how group dynamics influence behavior
- 2.4 Discuss how an individual influences group behavior
- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination
- 3.2 Describe determinants of prosocial behavior
- 3.3 Discuss influences upon aggression and conflict
- 3.4 Discuss factors influencing attraction and relationships

New Jersey Student Learning Standards (NJSLS) for Literacy:

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority. □
2. Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation). □
3. Evaluate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others. □

Meaning

Students will understand that:

Students will understand that:

- The presence of other humans and groups significantly alters the way a person behaves, thinks, and reacts to other behaviors and situations. □
- Social affiliations and culture dramatically influence attitudes, the treatment of others, and a person's own self-concept. □
- There are more variables that lead to prosocial behavior than antisocial behavior. □

Essential Questions:

- How do attribution theory, group behavior, conformity, and obedience fundamentally change a person's behavior? □
- What processes cause attitudes to form and change?
- How can attributions and attitudes interact with social and cultural elements to create categories used to impact the treatment of others and self-perceptions? □
- What situational factors lead to prosocial behavior (such as altruism or attraction) versus antisocial behaviors (aggression)? □

Acquisition of Knowledge & Skills

Students will know:

- Aggression
- Altruism
- Attitude
- Attribution
- Cognitive dissonance
- Conformity
- Deindividuation
- Diffusion of responsibility
- Discrimination
- Facial feedback hypothesis
- Frustration aggression hypothesis
- Fundamental attribution error
- Gender roles
- Group polarization
- Group thinking
- Obedience
- Prejudice
- Self-fulfilling prophecy
- Self-serving bias
- Social facilitation
- Social loafing
- Social norms
- Social phobia
- Social psychology
- Stereotype

Students will be able to:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias). □
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization). □
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority. □
- Discuss attitudes and how they change (e.g., central route to persuasion). □
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation). □
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice). □
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others. □
- Anticipate the impact of behavior on a self-fulfilling prophecy. □
- Describe the variables that contribute to altruism, aggression, and attraction. □
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance. □
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Phillip Zimbardo). □

Stage 2: Acceptable Evidence**Transfer Task**

Create a marketing campaign to influence the public using techniques such as fear, humor, logic, and other persuasion techniques.

Stage 3: Activities

1. Unit PowerPoint
2. Concept Mapping
3. 50 Great Myths of Psychology Chapter 7 – The Social Animal
4. Activity – Applying Research on Conformity (Violating Social Norms Project)
5. Project – A Personal Cultural History
6. Activity – Measuring Stereotypes
7. Activity – Defining Aggression
8. Case Studies – The Bystander Effect
9. Video – Witness