

AP Psychology

Course 0015

Credits 5

2018

I. Course Description:

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

II. Units:

Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Thinking critically with Psychological Science		
NJSLS/APA Standard(s) Addressed in this unit			
Standards:			
<ul style="list-style-type: none">• RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.• W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.• W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.• W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience.• W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.• W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals).• W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			

APA National Standards:

Standard Area: Perspectives in Psychological Science

Content Standard 1: Development of psychology as an empirical science

- 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

Content Standard 2: Major subfields within psychology

- 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

Standard Area: Research Methods, Measurement, and Statistics

Content Standard 1: Research methods and measurements used to study behavior and mental processes

- 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

Content Standard 2: Ethical issues in research with human and non-human animals

- 2.1 Identify ethical standards psychologists must address regarding research with human participants
- 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals

Content Standard 3: Basic concepts of data analysis

- 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

Essential Questions (3-5)

- How did psychology emerge as a field of study?
- What are the different schools of thought in psychology and how do they vary?
- Who are the most notable figures in the history of psychology?
- How do psychologists develop and answer questions?
- Why is it important to consider ethics in research?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419
Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- History of Psychology: <https://www.youtube.com/watch?v=Xy0RWoFw5wk&t=4s>
- Schachter's Affiliation Experiment: <https://www.youtube.com/watch?v=3imjiyLpBaU>
- Sigmund Freud's Voice (BBC Broadcast Recording 1938): <https://www.youtube.com/watch?v=5jJ6Lhk1pNg>

Student Project/Classroom Exercises:

- Today in the History of Psychology
- Notable Figures in Psychology
- If a Notable Psychology Figure Tweeted
- The Twentieth Century's Most Eminent Psychologists
- Psychology as Science (PAS) Scale
- Self-Assessment on Some of Psychology's Big Issues
- The Scientific Approach
- Is Human Nature Fixed or Changeable?
- Traditional Gender Roles
- Illustrating Psychology's Complementary Perspectives: The Case of Andrea Yates
- Systemizing and Empathizing Brains
- The Biopsychosocial Approach and Obesity
- Metaphors and Psychology's Perspectives
- Applying Psychology's Specific Theoretical Perspectives
- The Allure of the Neuroscience Perspective
- Exposure to the Fields of Psychology
- Personalizing Psychology in Current Events
- Psychologist as Scientist
- Interviewing a Psychologist
- Categorizing Professions in Psychology
- Eliciting "Metaphors" for Learning and Teaching

Other Resources:

Canvas

Google Classroom
 Word Processors
 Microsoft Office Programs
 Kahoot
 Online Library Catalog
 Online Library Databases
 Apex Learning System
 Online Texts
 Online Audio Texts
 PowerPoint
 Web quests
 Web 2.0 Tools
 Adapted Text (when appropriate)

Suggested Time Frame:	2 Weeks
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Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Biological Bases of Behavior		
NJSLS Standard(s) Addressed in this unit			
<u>Writing Standards:</u>			
<ul style="list-style-type: none"> • RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content. 			

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
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- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

APA National Standards:

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

- 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

Content Standard 2: Structure and function of the endocrine 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

Content Standard 3: The interaction between biological factors and experience

- 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.

Content Standard 4: Methods and issues related to biological advances

- 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

Essential Questions (3-5)

- Why do psychologists study the brain?
- How is the brain the basis for our behavior?
- Why do we study split-brain patients?

Anchor Text

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Short Texts (1-3)

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Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- The Nature–Nurture Issue
- Evolutionary Psychology
- Openness to Casual Sex: A Study of Men Versus Women
- Gender Development
- Neurons and What They Do: <https://www.youtube.com/watch?v=vyNkAuX29OU>

- Neuron Synapse: <https://www.youtube.com/watch?v=LT3VKAr4roo>
- Lessons of the Brain: The Phineas Gage: <https://www.youtube.com/watch?v=yXbAMHzYGJ0>
- Severed Corpus Callosum Part 1: <https://www.youtube.com/watch?v=zx53Zj7EKQE>
- Severed Corpus Callosum Part 2: <https://www.youtube.com/watch?v=u9u6cQYcOHw&t=2s>

Student Project/Classroom Exercises:

- Genetic Factors
 - Genetic Influences
 - Striking Similarities
 - EAS Temperament Survey
 - Explaining Heritability
 - Darwinian Grandparenting
 - Brief Sexual Attitudes Scale
 - Student/Parent Similarities
 - English and Chinese Proverbs
 - Assessing Individualism/Collectivism
 - Culture, Child Raising, and Sleeping Arrangements
 - Gender Differences on a Motor-Skills Task
 - Writing About Puberty
 - Learning Gender Roles
 - Biopsychosocial Influences
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- Canvas
 - Google Classroom
 - Word Processors
 - Microsoft Office Programs
 - Kahoot
 - Online Library Catalog
 - Online Library Databases

- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:	3 weeks
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Content Area:	AP Psychology	Grade(s)	11-12
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Unit Plan Title:	States of Consciousness
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NJSLS Standard(s) Addressed in this unit

Writing Standards:

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selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals).

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

APA National Standards:

Content Standard 1: The relationship between conscious and unconscious processes

- 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)

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream

- 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

Content Standard 3: Categories of psychoactive drugs and their effects

- 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

Content Standard 4: Other states of consciousness

- 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

Essential Questions (3-5)

- Why do we sleep?
- When is hypnosis used and how does it affect the individual?
- How do psychoactive drugs affect individuals?

- What are the social implications of drug abuse in America?
- How is our awareness affected by altered states of consciousness?
- How do our perceptions affect our reality?

Anchor Text

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Short Texts (1-3)

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Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Hidden Prejudice: The Implicit Association Test
- Inattentional Blindness Videos
- Change Blindness Videos
- Driving Behavior Observational Study
- Raising Awareness: The Prevalence of Inattention
- “Blindsight”: Seeing Without Awareness*
- Automatic Skills: Disrupting a Pilot’s Performance
- Visual Attention: There’s a Gorilla on the Court
- Visual Attention: Piecing Things Together

- Awareness Test: <https://www.youtube.com/watch?v=oSQJP40PcGI>
- Awareness Test: Whodunnit? https://www.youtube.com/watch?v=ubNF9QNEQLA&start_radio=1&list=RDoSQJP40PcGI
- Sleep and Sleeplessness
- The Effects of Sleep Deprivation: Three Brave Souls
- Sleep Terror Disorder
- The Nature and Abuse of Ecstasy (MDMA)
- The Medical Use of Marijuana

Student Project/Classroom Exercises:

- Mindful Attention Awareness Scale and Mindfulness Training
- Human Earphones
- The Sleep IQ Test
- Larks or Owls?
- Keeping a Sleep Diary
- Catching the Hypnagogic State
- Sleep: Why We Sleep
- Am I Sleep Deprived?
- Epworth Sleepiness Scale
- Dreaming and Problem Solving
- Drug Effects and the Nervous System (p. 15)
- Classroom Exercise/Student Project: Signs of Drug Abuse
- Drug Awareness
- Debates on Drugs and Society

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog

- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame: 2 weeks

Content Area:	Psychology	Grade(s)	11-12
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Unit Plan Title:	Developmental Psychology
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NJSLS Standard(s) Addressed in this unit

Standards:

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selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals).

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence
- HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Comprehensive Health:
- Health/PE 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness
- Health/PE 2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- Health/PE 2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain and weight maintenance.
- Health/PE 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies
- Health/PE 2.1.12. E.3 Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- Health/PE 2.2.12.B.1 Predict the short-and-long-term consequences of good and poor decision-making on oneself, friends, family and others
- Health/PE 2.4.12. A.1 Compare and contrast how family structure, values, rituals and traditions meet basic human needs worldwide.
- Health/PE 2.4.12. A.4 Predict how relationships may evolve over time, focusing on changes in friendship, family, dating relationships and lifetime commitments such as marriage.
- Health/PE 2.4.12. B.1 Predict the possible long-term effects of adolescent sex on future education, on career plans and on various dimensions of wellness.
- Health/PE 2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including complications and infant mortality
- Health/PE 2.4.12. C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.

APA National Standards:

Content Standard 1: Methods and issues in life span development

- 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.

Content Standard 2: Theories of life span development

- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.

Content Standard 3: Prenatal development and the newborn

- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
- 3.2 Describe newborns' reflexes, temperament, and abilities.

Content Standard 4: Infancy (i.e., the first two years of life)

- 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.

Content Standard 5: Childhood

- 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.

Content Standard 6: Adolescence

- 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.

Content Standard 7: Adulthood and aging

- 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.

Essential Questions (3-5)

- What are the three major questions overarching lifespan development?
- What are leading physical, cognitive, and social theories in development?
- What are the current trends in developmental psychological research?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Book: Alex Hayley – “The Autobiography of Malcolm X

Book: Dave Pelzer “A Child Called it”

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Biology of Prenatal Development

- Prenatal Development
- Prenatal Animation: Fetal Development
- Piagetian Conservation Tasks
- Theory of Mind
- Cognitive Development
- Cognitive Development: Overcoming Attentional Inertia
- Theory of Mind: Taking the Perspective of Others
- Understanding Autism Spectrum Disorder
- Moral Thinking and Emotion: A Challenging Dilemma*
- Empathy in Adolescence: Can Adolescents Feel for Others?*
- Empathy in Adolescence: Empathy Takes a Step Backward in the Adolescent Brain*
- Animation: Adulthood: Physical Changes
- Healthy Aging: The Power of Positive Thinking
- Old Age: Thinking and Moving at the Same Time*
- Alzheimer's Disease
- Alzheimer's Disease: A Family Case Study, Clips A and B
- Aging and Memory: Studying Alzheimer's Disease
- Film: Tuesdays With Morrie
- Film: Fly Away Home and Imprinting
- Film: My Name is Khan
- Film: Slumdog Millionaire
- Film: Anywhere but here

Student Project/Classroom Exercises:

- Introducing Central Issues in Developmental Psychology
- Life-Span Development
- Personal Stability and Change
- Generating Lifelines
- What Is the Ideal Age
- Your Lot in Life
- Newspaper Advice Column Letters as Case Studies in Developmental Psychology

- Writing Letters to Parent and Child
- Essay Exchange
- When Are People Having Children?
- Prenatal Development Minute Paper
- Temperament
- Identifying Developmental Landmarks
- Demonstrating Preoperational Thought
- “Reading the Mind in the Eyes” Test
- Assessing Empathizing and Systemizing
- Egocentrism
- Conservation, Seriation, and Class Inclusion
- Dimensions of Parenting
- Can You Raise a “Genderless” Child?
- Harlow’s Studies on Dependency in Monkeys
- Can Children Delay Gratification?
- Interviewing Adolescents
- Writing About Puberty
- Objective Measure of Ego-Identity Status
- Who Am I?
- The Life Cycle
- Applying Erikson’s Psychosocial Stages
- The United States of Aging Survey
- Student Project: Birthday Cards and Aging
- Alzheimer’s Quiz
- The Death-Bed Test
- Thinking About Death
- End-of-Life Care
- Case Studies in Accepting Death: Lucky and Dorothy
- Preparing an Obituary

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:	4 weeks
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Content Area:	AP Psychology	Grade(s)	11-12
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Unit Plan Title:	Sensation and Perception
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NJSLS Standard(s) Addressed in this unit

Standards:

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

APA National Standards

Content Standard 1: The processes of sensation and perception

- 1.1 Discuss processes of sensation and perception and how they interact
- 1.2 Explain the concepts of threshold and adaptation

Content Standard 2: The capabilities and limitations of sensory processes

- 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)

Content Standard 3: Interaction of the person and the environment in determining perception

- 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

Essential Questions (3-5)

- What are the basic principles of sensation and perception?

- How do expectations, contexts, emotions, and motivation influence our perceptions?
- How does the brain process, interpret and organize input from our senses?

Anchor Text

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Formative & Summative Assessments

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- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- The Man Who Cannot Recognize Faces
- Vision: How We See
- Netflix “StoryBots” – Season Two Episode “How do Ears Hear?”
- “Blindsight”: Seeing Without Awareness
- Depth Cues
- The Müller-Lyer Illusion
- Film: At First Sight
- Seeing the World Upside Down: Three Brave Souls
- Hearing: From Vibration to Sound
- Animation: Sound and the Cochlea
- Animation: Sound and Sound Localization

- Losing One's Touch: Living Without Proprioception
- Phantom Limb Sensation
- Pickpockets, Placebos, and Pain: The Role of Expectations
- Coping With Pain
- Hypnosis: Medical and Psychological Applications
- Synesthesia: The Man Who Tastes Words

Student Project/Classroom Exercises:

- A Scale to Assess Sensory-Processing Sensitivity
- Human Senses Demonstration Kits
- The Wundt-Jastrow Illusion
- The Variability of the Absolute Threshold
- Understanding Weber's Law
- Student Project: Sensory Adaptation
- Eye Movements
- Sensory Adaptation in the Marketplace
- Perceptual Set
- Perceptual Set and Gender Stereotypes
- Color the Eyeball
- Locating the Retinal Blood Vessels
- Rods, Cones, and Color Vision
- Locating the Blind Spot
- The Color Vision Screening Inventory and Color Blindness
- Subjective Colors
- Movement Aftereffects
- Perceptual Illusions and Principles
- Perceptual Organization
- An Auditory Analogue of the Visual Reversible Figure
- The Ganzfeld
- Binocular Vision
- Identifying Cues to Depth and Distance

- Brightness Contrast
- Variation in the Size of the Retinal Image
- Perceived Distance and Perceived Size
- Binocular Disparity and Size Constancy
- Binocular Vision Versus Monocular Vision
- Perceived Lunar Size
- Playing Cards and Illusions
- Hollow Face Illusion
- Instant Object Recognition
- Visual Capture (for entire section on vision)
- Displacement Glasses
- Range of Human Hearing
- Locating Sounds
- Color the Ear
- Two-Point Thresholds
- Touch Localization
- Warm Plus Cold Equals Hot
- The Revised Reducer–Augmenter Scale
- Experiencing Phantom Sensations
- Taste: The Basic Taste Sensations
- Genetic Effects in Taste
- Classroom Exercise/Student Project: Taste
- Student Project: Mapping Your Tongue
- Identifying Odors
- Nystagmus
- Vision and Balance
- Belief in ESP Scale
- ESP Tricks
- Student Project: The Psychic Challenge
- Testing for ESP

Other resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame: 2 weeks

Content Area: Psychology **Grade(s)** 11-12

Unit Plan Title: Learning

NJSLS Standard(s) Addressed in this unit

Standards:

- RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals).
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

APA National Standards:

Content Standard 1: Classical conditioning

- 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

Content Standard 2: Operant conditioning

- 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

Content Standard 3: Observational and cognitive learning

- 3.1 Describe the principles of observational and cognitive learning
- 3.2 Apply observational and cognitive learning to everyday life

Essential Questions (3-5)

- What is learning?
- What are the three main learning theories?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Classical Conditioning: Pavlov and His Legacy
- Pavlov's Discovery of Classical Conditioning
- John Watson and Rosalie Rayner's Little Albert Experiment
- Classical Conditioning and the Immune System: Combating Lupus
- Overcoming Fear
- Operant Conditioning: Learned Behaviors
- Thorndike's Puzzle Box
- Sensitivity to Punishment and Sensitivity to Reward
- Assessing Self-Reinforcement
- Behavioral Change Mobile Apps
- Observational Learning of Aggression: Bandura's Bobo Doll Study
- Bandura on Social Learning with Clips From Original Experiment
- Do Video Games Teach People to Be Violent?

Student Project/Classroom Exercises:

- Human Taste Aversions
- Classroom Exercise/Lecture Break: Explaining Taste Aversions
- Classical Conditioning Using Potato Chips and Lemonade Powder
- Classical Conditioning: Preparing for an Important Event
- Classical Conditioning with a watergun.
- Examples of Classical Conditioning
- Examples of Classical Conditioning in the News “Unpacking” Examples of Extinction and Spontaneous Recovery
- Classical Conditioning and Advertising
- Extinction and Spontaneous Recovery of Earlier Examples
- Little Albert’s Legacy
- A Build-It-Yourself Skinner Box
- Examples of Positive/Negative Reinforcement/Punishment
- Distinguishing Among Forms of Reinforcement and Punishment
- Partial Reinforcement Schedules
- Conditioning the Instructor’s Behavior
- Modifying an Existing Behavior
- Conditioning Honeybees, Wasps, and Fish
- Human Taste Aversions
- Explaining Taste Aversions
- Contagious Yawning
- Contagious Sniffing
- Acquiring a Skill Through Observation

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases

- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame:

Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Memory, Thinking, Language & Intelligence		
NJSLS Standard(s) Addressed in this unit			
Standards:			
<ul style="list-style-type: none"> • RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content. • W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information. • W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text 			

selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals).

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

APA National Standards:

Standard Area: Memory

Content Standard 1: Encoding of 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

Content Standard 2: Storage 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

Content Standard 3: Retrieval of memory

- 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

Standard Area: Thinking

Content Standard 1: Basic elements comprising thought

- 1.1 Define cognitive processes involved in understanding information
- 1.2 Define processes involved in problem solving and decision making.
- 1.3 Discuss non-human problem-solving abilities

Content Standard 2: Obstacles related to thought

- 2.1 Describe obstacles to problem solving
- 2.2 Describe obstacles to decision making
- 2.3 Describe obstacles to making good judgments

Standard Area: Intelligence**Content Standard 1: Perspectives on intelligence**

- 1.1 Discuss intelligence as a general factor
- 1.2 Discuss alternative conceptualizations of intelligence
- 1.3 Describe the extremes of intelligence

Content Standard 2: Assessment 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

Content Standard 3: Issues in intelligence

- 3.1 Discuss issues related to the consequences of intelligence testing
- 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

Essential Questions (3-5)

- What is memory?
- How are memories formed and how do they change over time?
- How is memory malleable?
- How much should we rely on memory? (e.g. eyewitness testimony)?
- How do psychologists define and study intelligence?
- How did the use of intelligence tests evolve throughout the last two centuries?
- What are standards and rules in intelligence testing?
- What issues and factors influence intelligence tests?
- What are multiple intelligences?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Film: Eternal Sunshine of the Spotless Mind
- Memento
- Memory in Everyday Life
- Models of Memory
- An Amazing Memory
- Living Without Memory
- Clive Wearing: Living Without Memory
- Brain Fingerprinting: Memory, Recognition, and Lie Detection
- Aging and Memory: Studying Alzheimer's Disease

- Enhancing Memory: The Role of Emotion
- Memory Loss: A Case Study
- Memory Retrieval
- A Pill for Forgetting
- Problem Solving in Genus Corvus (Crows, Ravens, and Magpies)
- How Intelligent Are Animals?
- Animal Thinking: Can Chimpanzees Plan Ahead?
- Chomsky's View of Language Development*
- Genes and Personality
- The World Needs All Kinds of Minds
- Learning Through Visualization: A Gymnast Acquires New Skills
- Film: Rain Man and Savant Syndrome
- Savant Music Skills
- Savant Art Skills: In Autism and Dementia

Student Project/Classroom Exercises:

- Self-Defining Memories
- Remembering the Seven Dwarfs
- Bias in Memory
- Video Games to "Train" the Brain
- Memory Capacity
- Chunking
- Rehearsal and the Twelve Days of Christmas
- Meaning and Memory
- Language Influences Picture Memory
- Verbal Information Can "Overshadow" Memory
- Classroom Exercise/Student Project: Fleeting Memory
- Expertise and Retrieval Rate
- The Pollyanna Principle
- Word-Pleasantness Experiment
- Serial Position Effect in Recalling U.S. Presidents

- Demonstration: The Serial Position Effect and the von Restorff Effect Student Project: Permastore
- Blindness”: Neuroscience, Magic, Attention, and Memory
- Encoding Failure
- Rehearsal Prevents Decay in Working Memory
- The Tip-of-the-Tongue Phenomenon and Capital Cities
- Student Project: A Forgetting Journal
- Creating a False Memory (also demonstrates the serial position effect)
- Eyewitness Recall
- Creating False Memories: A Laboratory Study
- Beliefs About Eyewitness Memory
- Constructive Memory
- The Limits of Human Intuition
- The Need for Cognition Scale
- Cognitive Complexity
- Introducing Prototypes
- Dice Games to Demonstrate Problem Solving
- The “Aha!” Experience
- Experts Solving Problems
- Student Project: Problem-Solving Strategies
- Confirmation Bias
- Overcoming Functional Fixedness
- Mental Set and Luchin’s Water Jug Problem
- The Availability Heuristic—Drunk Driving Deaths
- The Availability Heuristic
- The Representativeness Heuristic
- The Value of the Representativeness Heuristic
- The Base-Rate Fallacy
- The Anchoring Heuristic or Bias
- The Overconfidence Phenomenon
- Framing Alternatives and Human Irrationality

- Classroom Demonstration: The Availability Heuristic—Firearms Deaths (with Optional Anchoring Bias)
- Creativity
- Assessing Creativity
- Boosting Creativity
- Observing Language Development
- Verbal Information Can “Overshadow” Memory
- Introducing Imagery Research
- Creating a Mental Model
- Cognitive Maps
- Intelligence True/False Test
- Researching Intelligence in Different Cultures
- Gardner’s Theory of Multiple Intelligences
- Sternberg’s Intelligences Applied to College
- Sternberg’s Balance Theory of Wisdom
- “Reading the Mind in the Eyes” Test
- A World War I IQ Test (p. 10)
- Issues in Testing (p. 11) Reliability and Validity
- Evaluating “Free” Intelligence Tests on the Internet
- Classroom Exercises/Student Projects: Designing and Administering an Intelligence Test
- Understanding Predictive Validity
- Locking Away the “Feebleminded”: A Shameful History
- Mindset
- Culture-Biased and Culture-Fair Tests

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot

- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

Suggested Time Frame: 3 weeks

Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Motivation, Emotion, Health & Stress		
NJSLS Standard(s) Addressed in this unit			
<u>Writing Standards:</u>			
<ul style="list-style-type: none"> • RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content. • W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information. • W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (APA Style Manuals). 			

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

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Health/PE: 2.1.12.E.1 Predict the short and long-term consequences of unresolved conflicts

Health/PE: 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incident of conflict or crisis.

APA National Standards:

Content Standard 1: Perspectives on 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

Content Standard 2: Domains of motivated behavior in humans and non-human animals

- 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 non-human animals are motivated

Content Standard 1: Perspectives on 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

Content Standard 2: Emotional interpretation and expression

- 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

Content Standard 3: Domains of emotional behavior

- 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

Essential Questions (3-5)

How are humans motivated?

What roles do emotions play in behavior?

What are the key similarities and differences between major theories of emotions?

How does stress affect one's physical, mental and emotional life?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Book: Malcolm Gladwell "Outliers"

Book: Dale Carnegie "How to win friends & Influence people"

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Film: A Man for All Seasons
- Film: Alive
- Hunger and Eating
- Eating and Weight Gain: A Role for Fidgeting
- Eating and Weight Gain: Genetic Engineering
- Supersize Me
- Film: Mary Roach: 10 Things You Didn't Know About Orgasm
- Hooking Up and Orgasm
- Homosexuality and the Nature-Nurture Debate
- Film: Cast Away and the Need to Belong
- What Is Emotion?
- Emotion = Arousal Plus Interpretation
- Brain Fingerprinting: Memory, Recognition, and Lie Detection
- Emotions and Facial Expression*
- Ekman's Studies on Facial Expressions of Emotion
- Author Karen Thompson Walker on Fear
- Folk Musician Joe Kowan on Fear
- Film: Fried Green Tomatoes and Expressing Anger
- Rage: One Man's Story and Treatment
- The Search for Happiness
- Stress
- Measuring Stress While Running With the Bulls
- Selye's Stress Response Studies
- John and Julie Gottman Examine Marital and Family Stress
- Stress and the Immune System: Caretakers and Risk
- Fighting Cancer: Mobilizing the Immune System
- Film: The Shawshank Redemption, Perceived Control, and Reciprocal Determinism
- Companionship and Support: Pets Fill the Void
- Experience and Exercise: Generating New Brain Cells
- Film: Pursuit of Happiness

Student Project/Classroom Exercises:

- How Do You (Should You) Reduce Your Drives?
- Exploration Index
- Sensation-Seeking
- Self-Transcendence Inventory
- The Meaning in Life
- Factors Influencing Human Eating Behaviors
- Healthy/Unhealthy Eating by College Students
- Food Photos Experimental Design
- Hendrick Sexual Attitudes Scale
- Attitudes Toward Homosexual
- Demonstrating Ostracism: The Train Ride
- The Need for Achievement
- Need for Affect Scale
- A Process Model of Emotion Regulation
- Cognitive Labels for Emotions
- Which Emotion Theory Says What?
- The Mood Awareness Scale (p. 7)
- Emotional Expressivity Scale
- Nonverbal Communication
- Detecting Emotions
- “Reading the Mind in the Eyes” Test
- Difficulty in Detecting Deception
- The Real Science Behind the Show Lie to Me
- Facial Feedback and the James-Lange Theory of Emotion
- The Affect Grid
- Individual Differences in Emotional Complexity
- The Disgust Scale
- Envy and Jealousy
- Monitoring Anger
- A Positive Spin on Things

- Flourishing: Beyond Positive Emotions and Pleasure
- Adaptation Level
- Fostering Happiness in Your Own Life
- The Stress Appraisal Measure
- College Undergraduate Stress Scale
- Daily Hassles
- 2014 Burden of Stress in America Survey
- Reflecting on What We Really Do When We Are Stressed
- Assessing Self-Control
- Health Benefits of Time Spent in Natural Settings
- Measuring Stress Levels with a Smart Phone

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate) Annenberg Learner Discovering Psychology Video Series:
<http://www.learner.org/series/discoveringpsychology/index.html>
- American Psychological Association: <http://www.apa.org/>

Suggested Time Frame:

2-3 weeks

Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Social Psychology		
NJSLS Standard(s) Addressed in this unit			
<u>Standards:</u>			
<ul style="list-style-type: none"> • RI.11-12.1 Accurately cite strong and thorough textual evidence,(e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content. • W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting and trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information. • W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (MLA or APA Style Manuals). • W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • Health/PE 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impact the local, state, national and worldwide community. • Health/PE 2.4.12. A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships. 			
<u>APA National Standards:</u>			
<u>Standard Area: Social Interactions</u>			
<u>Content Standard 1: Social cognition</u>			
<ul style="list-style-type: none"> • 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. 			

Content Standard 2: Social influence

- 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.

Content Standard 3: Social relations

- 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.

Standard Area: Sociocultural Diversity

Content Standard 1: Social and cultural diversity

- 1.1 Define culture and diversity.
- 1.2 Identify how cultures change over time and vary within nations as well as internationally.
- 1.3 Discuss the relationship between culture and conceptions of self and identity.
- 1.4 Discuss psychological research examining race and ethnicity.
- 1.5 Discuss psychological research examining socioeconomic status.
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.

Content Standard 2: Diversity among individuals

- 2.1 Discuss psychological research examining gender identity.
- 2.2 Discuss psychological research examining diversity in sexual orientation.
- 2.3 Compare and contrast gender identity and sexual orientation.
- 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.

Essential Questions (3-5)

What are the three forces of social psychology?

How do people attribute behaviors/attitudes to others?
How do attitudes and actions influence individual and group behavior?
How do differing situational factors lead to prosocial behavior (such as altruism or attraction) versus antisocial behaviors (aggression)?
What are the roots of prejudice and discrimination?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Film: The Lunch Date
- The Actor-Observer Difference in Attribution: Observe a Riot in Action
- The Stanford Prison Experiment: The Power of the Situation
- Social Influence
- Replicating the Milgram Study
- Wisdom of Groups
- Prejudice
- Hidden Prejudice: The Implicit Association Test
- In Cold Blood
- Film: Beauty and the Beast and Physical Attractiveness

- Film: Speed and the Two-Factor Theory of Passionate Love
- Interpersonal Attraction: Clothes That Make the Man
- The Bystander Effect and the Heroic Imagination Project
- Whom Do We Help?
- Film: Lord of the Flies and Deindividuation
- Film: Twelve Angry Men
- Film: Crash
- Film: In Cold Blood

Student Project/Classroom Exercises:

- The Fundamental Attribution Error
- Students' Perceptions of You
- Biases in Explaining Events
- Routes to Persuasion
- Introducing Cognitive Dissonance Theory
- The Foot-in-the-Door Phenomenon
- Suggestibility
- Social Influence
- Violating a Social Norm
- Obedience and Conformity
- Would You Obey?
- Wolves or Sheep
- The History of Milgram's Obedience Studies
- Applying Research on Conformity, Obedience, and Role Playing
- Social Facilitation
- Social Loafing
- Group Polarization
- Social Transmission of a Narrative
- A Personal Cultural History
- Positions of Privilege and Institutional Racism
- Belief in a Just World

- In-group Bias
- Measuring Stereotypes
- Defining Aggression
- Physical, Verbal, or Relational Aggression on Television Revisited
- Using Personal Ads to Teach Interpersonal Attraction
- Assessing Friendship
- The Pairing Game
- Matching, the Contrast Effect, and Relationship Satisfaction
- The Passionate Love Scale
- Love Styles
- The Minding Scale
- Altruism
- A Random Act of Kindness
- The Missiles Game

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)
- Stanford Prison Experiment: <http://www.prisonexp.org/>

- Annenberg Learner: *Discovering Psychology* Video Series: <http://www.learner.org/series/discoveringpsychology/index.html>
- American Psychological Association: <http://www.apa.org/>
- Social Psychology Network: <https://www.socialpsychology.org/>

Suggested Time Frame: 1-2 weeks

Content Area: AP Psychology **Grade(s)** 11-12

Unit Plan Title: Personality

NJSLS Standard(s) Addressed in this unit

Standards:

- RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (MLA or APA Style Manuals).
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring
- Health/PE 2.2.12. C.1 Analyze the impact of competition on personal character development.

APA National Standards:

Content Standard 1: Perspectives on personality

- 1.1 Evaluate psychodynamic theories.
- 1.2 Evaluate trait theories.
- 1.3 Evaluate humanistic theories.
- 1.4 Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality

- 2.1 Differentiate personality assessment techniques.
- 2.2 Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality

- 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.

Essential Questions (3-5)

How do psychologists define and study personality?

What advantages and limitations exist for each theory's description of personality?

How do psychologists reliably measure personality and interpret personality's role in behavior?

How is personality shaped throughout the lifespan?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Book: Carol Tavris – “Mistakes were made but not by me”

Book: Alex Hayley – “The Autobiography of Malcolm X

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz

- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- *Psychodynamic Theories of Personality*
- *Repression: Reality or Myth?*
- *Trait Theories of Personality*
- *Genes and Personality*
- *Personality and the Brain*
- *The Power of Introverts*
- *The Shawshank Redemption and Reciprocal Influences*
- Film: *Anywhere but here*

Student Project/Classroom Exercises:

- Introducing Personality
- Evaluating Personality Measures Available on the Internet
- That's My Theory!
- Demonstrating Personality Structure
- The Personality of Mr. Grinch
- The False Consensus Effect
- Perceived Self Versus Ideal Self
- What Makes a Test a Good Test?
- Big Five Inventory Online
- Applying Big Five Scores to Daily
- Brief Big Five Inventory
- Longer Big Five Inventory
- Behavior and the Big Five

- Can Students Guess Your Big Five Scores?
- Can Students Guess Your Colleagues' Big Five Scores?
- The Barnum Effect
- The “Validity” of Astrology
- Reciprocal Determinism
- Blindness to One's Own Incompetence
- A Single-Item Measure of Self-Esteem
- The Name-Letter Effect
- Biased Self-Ratings
- Self-Handicapping
- Taking Credit for Success, Denying Responsibility for Failure

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)
- National Institute of Mental Health: <https://www.nimh.nih.gov/index.shtml>
- Annenberg Learner: *Discovering Psychology* Video Series: <http://www.learner.org/series/discoveringpsychology/index.html>
- American Psychological Association: <http://www.apa.org/>

Suggested Time Frame:	2 -3 weeks
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Content Area:	AP Psychology	Grade(s)	11-12
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Unit Plan Title:	Abnormal Behavior
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NJSLS Standard(s) Addressed in this unit

Writing Standards:

- 6.3.12.D.2 Analyze the impact of current government practices and laws affecting national security and/or individual civil rights/privacy
- RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written responses, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (MLA or APA Style Manuals).
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring
- Health/PE 2.1.12 .C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies

- Health/PE 2.1.12. C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

APA National Standards:

Content Standard 1: Perspectives on abnormal behavior

- 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.

Content Standard 2: Categories of psychological disorders

- 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.

Essential Questions (3-5)

How do psychologists classify and define psychological disorders?

How do differing perspectives help us understand psychological disorders?

What are the symptoms of major psychiatric illnesses?

How do diagnostic labels affect a person's social and cognitive well-being?

What treatments are available for psychological and psychiatric disorders?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz

- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Introducing Psychological Disorders
- Understanding the DSM-5: What Every Teacher Needs to Know
- The New Asylum and The Released
- Phobias and Anxiety Disorders
- Obsessive-Compulsive Disorder: A Young Mother's Struggle
- Those Who Hoard
- Trichotillomania: Pulling Out One's Hair
- U.S. Military Veterans and PTSD
- Posttraumatic Stress Disorder: A Vietnam Combat Veteran
- Fear, PTSD, and the Brain
- Depression, the Secret We Share
- Confessions of a Depressed Comic
- Depression
- The Bridge Between Suicide and Life
- Suicide: Case of the "3-Star" Chef
- Voices in My Head
- A Tale of Mental Illness—From the Inside
- Schizophrenia: New Definitions, New Therapies*
- Film: John Nash: "A Beautiful Mind
- Film: Sybil: A Brilliant Hysteric?—A New York Times Retro Report
- Beyond Perfection: Female Body Dysmorphic Disorder* Purging Food
- Overcoming Anorexia Nervosa

Student Project/Classroom Exercises:

- Where to Find Help
- Defining Psychological Disorders
- Encounters With a “Mentally Ill” Person
- The Flourishing Scale
- Exercise: Adult ADHD Screening Test
- The Effects of Labeling
- Reducing Stigma
- Anxiety Screening
- Generalized Anxiety Disorder Minute Paper
- Panic Disorder Minute Paper
- Shorter Fear Survey
- Longer Fear Survey
- Obsessive-Compulsive Disorder Minute Paper
- PTSD Screening
- Depression and Memory
- Depression Screening
- Attributions for an Overdrawn Checking Account
- Understanding Suicide
- The Eden Express and Schizophrenia
- Assessing Body Image

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts

- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)
- National Institute of Mental Health: <https://www.nimh.nih.gov/index.shtml>
- Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5
- Annenberg Learner: *Discovering Psychology* Video Series: <http://www.learner.org/series/discoveringpsychology/index.html>
- American Psychological Association: <http://www.apa.org/>

Suggested Time Frame: 2 -3 weeks

Content Area:	AP Psychology	Grade(s)	11-12
Unit Plan Title:	Treatment		
NJSLS Standard(s) Addressed in this unit			
<u>Standards:</u>			
<ul style="list-style-type: none"> • W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content. • W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.11-12.6 Use technology, including the internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information. • W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose and audience; integrate information into the text 			

selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation (MLA or APA Style Manuals).

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Health/PE 2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness

APA National Standards:

Content Standard 1: Perspectives on treatment

- 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.

Content Standard 2: Categories of treatment and types of treatment providers

- 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.

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders

- 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).

Essential Questions (3-5)

How do psychologists classify and define psychological disorders?

How do differing perspectives help us understand psychological disorders?

What are the symptoms of major psychiatric illnesses?

How do diagnostic labels affect a person's social and cognitive well-being?

What treatments are available for psychological and psychiatric disorders?

Anchor Text

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

Informational Texts (3-5)

Short Texts (1-3)

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Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

Formative & Summative Assessments

Formative Assessment:

- Quiz
- Homework
- Writing Draft

Summative Assessment:

- Test
- RST

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Videos:

- Early Treatment of Mental Disorders
- Outpatient Commitment: Forcing Persons into Mental Health Treatment
- Psychodynamic and Humanistic Therapies
- Sigmund Freud, in His Own Voice
- Carl Rogers in His Own Words
- Video/Classroom Exercise: Carl Rogers With a Client
- Harry Potter and the Prisoner of Azkaban
- Treating OCD: Exposure and Response Prevention
- Cognitive Therapies
- City of Gheel: Community Mental Health at Its Best
- Mentally Ill Chemical Abusers: A Community Problem
- When Treatment Leads to Execution: Mental Health and the Law
- Electroconvulsive Therapy
- The Lobotomist

Student Project/Classroom Exercises:

- Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5
- Therapist Role Playing (p. 3)
- Attitudes Toward Seeking Professional Psychological
- What a Psychoanalyst or Psychodynamic Therapist Would Say
- What a Humanistic Therapist Would Say
- Using Systematic Desensitization to Treat Eraser Phobia
- Modeling
- Frequency of Self-Reinforcement
- Student Projects: Practicing Systematic Desensitization
- Exposure for Overcoming Fear of Swimming
- Modifying an Existing Behavior
- Mood-Memory Repair
- Applying the Major Therapies
- Therapeutic Lifestyle Change
- The Personal Growth Initiative Scale (PGIS)

Other Resources:

- Canvas
- Google Classroom
- Word Processors
- Microsoft Office Programs
- Kahoot
- Online Library Catalog
- Online Library Databases
- Apex Learning System
- Online Texts
- Online Audio Texts
- PowerPoint
- Web quests
- Web 2.0 Tools
- Adapted Text (when appropriate)

- National Institute of Mental Health: <https://www.nimh.nih.gov/index.shtml>
- Annenberg Learner: *Discovering Psychology* Video Series: <http://www.learner.org/series/discoveringpsychology/index.html>
- American Psychological Association: <http://www.apa.org/>

Suggested Time Frame: 2 -3 weeks

III. Instructional Strategies:

Cooperative Learning
 Group Discussion
 Independent Study
 Journals and Learning Logs
 Service Learning
 Role playing

IV. Scope and Sequence:

AP Psychology Scope and Sequence/ Pacing Chart

Key: I = Introduced D = Developed in Depth R = Reinforced

11/12

Analyze the history of psychology and development of major behavioral theories.	IDR
Define psychology as the scientific study of behavior and mental processes.	IDR
Describe cognitive, social, biological and emotional patterns of human development throughout the life span.	IDR
Describe and explain the physiological factors that influence behavior and analyze the role of biology	IDR

and environment on behavior

Demonstrate an understanding of learning theories and its application in daily life. IDR

Describe and analyze major classifications of psychological disorders and therapeutic approaches. IDR

Develop an understanding on how individual behavior, group dynamics, cultural differences and biological factors interact and the impact it has on society. IDR

Develop effective communication, problem solving, decision making and conflict resolution skills. IDR

To develop respect for the mentally ill through knowledge and understanding of mental illness. IDR

V. Complete List of Textbooks:

Myers' Psychology for AP, 3rd Edition, David G. Myers, Worth Publishers Inc., 2018, ISBN 13: 9781319070502

5 Steps to a 5 AP Psychology, 8th edition, Laura L. Maitland, McGraw –Hill, 2018 ISBN: 13:978-1259588419

Barron's AP Psychology, 7th Edition, Allyson Weseley, Robert McEntarffer, ISBN: 13:978-1438010694

VI. Student Handout:

Course Description:

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Proficiencies:

Upon successful completion of the course requirements, the student will be able to:

1. Define psychology as the scientific study of behavior and mental processes.
2. Analyze the history of psychology and development of major behavioral theories.
3. Compare and contrast major human behavior theories.
4. Identify major fields of psychology.
5. Describe cognitive, social, biological and emotional patterns of human development throughout the life span.
6. Demonstrate an understanding of learning theories and its application in daily life.
7. Describe and analyze major classifications of psychological disorders and therapeutic approaches.
8. Develop an understanding on how individual behavior, group dynamics, cultural differences and biological factors interact and the impact it has on society.
9. Develop effective communication, problem solving, decision making and conflict resolution skills.
10. Develop respect for the mentally ill through knowledge and understanding of mental illness.