

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT**

SYLLABUS - AP PSYCHOLOGY

Course Overview

This course introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They will also learn about the methods psychologists use to explore the process involved in normal and abnormal perceptions, thoughts, feelings and actions. Class time involves teacher-guided lecture, discussion, collaborative learning activities, problem solving, writing activities, and creative projects. The class strives to meet the New Jersey Core Curriculum Content Standards' mission of providing learners with the "knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age."

Course Content Outline and NJ Core Curriculum Standards

First Marking Period

Unit #1: History of Psychology/ Research Methods

(**SCI.9-12.SI.1,SCI.9-12.SI.2**)

Unit #2: Biological Basis of Behavior

(**SCI.9-12.B.1,SCI.9-12.B.2,SCI.9-12.B.3**)

Second Marking Period

Unit #3: Learning

(**SCI.9-12.DL.2**)

Unit #4: Cognition

(**SCI.9-12.C.1, SCI.9-12.C.2,SCI.9-12.C.3, SCI.9-12.DL.3**)

Third Marking Period

Unit #5: Development Psychology

(**SCI.9-12.DL.1**)

Unit #6: Personality, Motivation and Emotion, Social Psychology

(**SCI.9-12.SC.1, SCI.9-12.SC.2, SCI.9-12.SC.3**)

Fourth Marking Period

Unit #7: Abnormal Psychology.

(**SCI.9-12.APS.1, SCI9-12.IV.4**)

Unit #8: Psychology Reflection Project

(**SCI.9-12**)

Course Expectations and Skills

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognition of the diversity of individuals who advance the field
- Explore multicultural and global perspective that recognizes how diversity is important to understanding psychology
- Develop an awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- Acknowledge that psychology explores behavior and mental processes of both human and non-human animals
- Value appreciation for ethical standards that regulate scientific research and professional practice
- Explain the understanding that different content areas within psychological science are interconnected
- Possess ability to relate psychological knowledge to everyday life
- Prepare for the variety of careers available to those who study psychology
- Show appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- Conclude with the awareness of the importance of drawing evidence-based conclusions about psychological phenomena

Course Materials

Meyers, David. *Myers' Psychology for AP1st ed.* New York, Worth Publishing 2011

Hock, Roger. *40 studies of Psychology. Exploration Into the History of Psychological Research.*

Colapinto, John. *As Nature Made Him.* New York. Harper Collins. 2000

1. **Notebook:** All students will be required to maintain a portfolio.
2. **Cornell Notes of textbook:** Included in the Cornell notes should be each vocabulary definition as well as an example of that word.
3. **Workbook:** Activities for the chapter that we are currently working on.
4. **Weekly Quizzes:** You will be required to take a weekly quiz that is cumulative.

Grading

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

Teacher information

TBA

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Advanced Placement Psychology UNIT 1: INTRODUCTION & METHODS	Unit Summary: This unit introduces psychology, identifies its most common research methods, and explains why it is useful to study psychology. It also explores the relatively brief history of psychology and previews the large number of professions available to those interested in psychology. This unit emphasizes the importance of scientific research to the field of psychology and introduces the basic techniques involved in conducting sound research. Common statistical techniques used to analyze research are also introduced.
Grade Level(s): 12	
Essential Question(s): <ol style="list-style-type: none">1. Why study psychology?2. How has the history of the study of psychology influenced the field today?3. How can psychologists act as professionals?4. What is psychological research?5. What are the problems in psychological research, and what are some possible solutions to those problems?6. How do psychologists use statistics to organize and apply their research?	Enduring Understanding(s): <ol style="list-style-type: none">1. Through the study of psychology, people can discover psychological principles that have the potential to enrich the lives of humans.2. Psychology involves sets of questions, theories, methods, and possible answers that have been passed on, studied, and changed from generation to generation.3. Psychologists are trained to observe, analyze, and evaluate behavior patterns, to develop theories of behavior, and to apply what they have learned to influence behavior.4. Psychologists conduct their research in one of a variety of ways to test a hypothesis, solve a problem, or confirm previous findings.5. Psychologists must recognize and resolve errors while conducting their research.6. Psychologists must collect and evaluate evidence to test their hypotheses.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	NJCCCS or CCS
1. Recognize the range of topics that are covered in an introductory psychology course.	1. SCI.9-12.SI.1.1 LA.11-12.RI.2 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.R.CCR.5 LA.11-12.RST.2
2. Describe the goals and scientific basis of psychology.	2. SCI.9-12.SI.1.1.1 SCI.9-12.SI.1.1.2 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.5 LA.11-12.R.CCR.10
3. Explain important trends in the history of psychology.	3. SCI.9-12.SI.1.1.3 SCI.9-12.SI.1.1.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
4. Analyze various approaches to the study of psychology.	4. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
5. Identify the work of a psychologist.	5. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RST.2
6. Compare and contrast the careers and specialized fields in psychology.	6. SCI.9-12.SI.1.2.1 SCI.9-12.SI.1.2.2 SCI.9-12.SI.1.2.3 LA.11-12.RH.10 LA.11-12.RI.1 LA.11-12.R.CCR.10
7. Reconstruct the process of psychological research and the scientific method.	7. SCI.9-12.SI.2.1.1 LA.11-12.RH.10 LA.11-12.RST.2
8. Distinguish the different types of psychological research.	8. SCI.9-12.SI.2.1.2 SCI.9-12.SI.2.1.3 SCI.9-12.SI.2.1.4 LA.11-12.RH.10
9. Critique the methodological hazards of doing research.	
10. Evaluate the experimental procedures psychologists use to avoid bias.	
11. Manipulate types of descriptive statistics and inferential statistics.	

	<p>LA.11-12.RST.4</p> <p>9. SCI.9-12.SI2.2.1 SCI.9-12.SI.2.2.1 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10</p> <p>10. SCI.9-12.SI2.2.1 SCI.9-12.SI.2.2.1 LA.11-12.RH.10 LA.11-12.RST.8</p> <p>11. SCI.9-12.SI2.3.1 SCI.9-12.SI2.3.2 SCI.9-12.SI2.3.3 SCI.9-12.SI2.3.4 SCI.9-12.SI2.3.5 SCI.9-12.SI2.3.6 LA.11-12.RH.10 5.1.12.A LA.11-12.R.CCR.10</p>

Inter-Disciplinary Connections:

Language Arts Literacy: Technical writing for experiments, writing biographical information, writing non leading survey questions, read and analyze, “Psychology as a Soft Science.”

Technology: Microsoft Word for typed documents; video clips; web navigation

Art: Pictures of different subfields of psychologist, skit on psychologists today, diagram of phrenology

Math: Central tendency computations, collecting data using variables, standard deviations

Science: Data collection on psychological subjects, cognitive v. physiological behaviors, scientific method (create own experiment)

Students will engage with the following text:

Myers’ Psychology for AP
 Primary Source Reading: As Nature Made Him, The Psychology of Superheroes
 Proposals for Internal Review Boards
 Current Psychological Journal Articles: “Human Nature and Pop Culture”
 Secondary Source Reading: “Psychology as a Soft Science”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students

with summaries of primary source documents; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes from textbook
Cornell Notes – daily note taking
Free Response Question – Research methods
Reaction response (exit slip) – Who is your favorite psychologist?
Survey on psychological concept
Skit on subfields of psychology

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Introduction to Psychology

Define all chapter vocabulary

Cornell Notes

Free Response: Design an experiment that tests the hypothesis, “Cooperative learning is more effective in raising test scores than direct teacher instruction.” Use the following terms in your response: Independent and dependent variables, Random sampling and assignment, Experimental and control grouping, Ethical consideration

HW: List physiological and cognitive behaviors (daily life)

Free Response: Philosophers and psychologists have long debated the relative influences of heredity and environment on behavior. Give an example of how each of the following perspectives would explain their position in what is commonly known as the “nature-nurture controversy.” Students must identify which side of the “controversy” their example is addressing. Biological/Neuroscience, Behaviorism, Humanistic psychology, Evolutionary psychology, Psychoanalysis/psychodynamic, Developmental psychology

Video Clip: Scientific Method

Graphic Organizer: Psychological approaches

Graphic Organizer: Key psychologists

Socratic Seminar: Ethics and psychology

Case Study: David Reimer (Ethics)

Map of phrenology

Jobs in psychology list

Biography of a famous psychologist

Who's Who based on key characteristics

Skits on what a psychologist does today

Compare and contrast differences between the subfields

Secondary Source Reading: "Psychology as a Soft Science"

Research Methods

Define all chapter vocabulary

Cornell Notes

Create your own experiment based on scientific method

Take a survey to examine pitfalls

Write survey to give to students

Collect data for mean, median and mode calculations

Take a walk to collect naturalistic data

Operationally define different variables

Internal Review Board simulation

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Weekly cumulative quiz

HW activities: Practice multiple choice questions, biography poster, Cornell Notes, data collection on heights of your family

In Class Discussion: Question and answer

Socratic Seminar: Ethics and psychology

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer questions on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Introduction to Psychology, Research Methods: Multiple Choice, Free Response questions

AP Practice Tests/Questions: Multiple choice and Free Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written

responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Biography poster project, scientific nursery rhymes

Free Response: Benefits/Gains from studying psychology

Case Study: David Reimer (Ethics)

Skits: What a psychologist does today

Create: Own experiment based on scientific method

Simulation: Internal Review Board

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Key to Standards

Scientific Inquiry

SCI.9-12.SI.1 - [*Standard Area*] - Perspectives in Psychological Science

SCI.9-12.SI.1.1 - [*Content Standard*] - Development of psychology as an empirical science

SCI.9-12.SI.1.1.1 - [*Performance Standard*] - Define psychology as a discipline and identify its goals as a science

SCI.9-12.SI.1.1.2 - [*Performance Standard*] - Describe the emergence of psychology as a scientific discipline

SCI.9-12.SI.1.1.3 - [*Performance Standard*] - Describe perspectives employed to understand behavior and mental

processes

SCI.9-12.SI.1.1.4 - [*Performance Standard*] - Explain how psychology evolved as a scientific discipline

SCI.9-12.SI.1.2 - [*Content Standard*] - Major subfields within psychology

SCI.9-12.SI.1.2.1 - [*Performance Standard*] - Discuss the value of both basic and applied psychological research with human and non-human animals

SCI.9-12.SI.1.2.2 - [*Performance Standard*] - Describe the major subfields of psychology

SCI.9-12.SI.1.2.3 - [*Performance Standard*] - Identify the important role psychology plays in benefiting society and improving people's lives

Research Methods, Measurement, and Statistics

SCI.9-12.SI.2.1 - [*Content Standard*] - Research methods and measurements used to study behavior and mental processes

SCI.9-12.SI.2.1.1 - [*Performance Standard*] - Describe the scientific method and its role in psychology

SCI.9-12.SI.2.1.2 - [*Performance Standard*] - Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

SCI.9-12.SI.2.1.3 - [*Performance Standard*] - Define systematic procedures used to improve the validity of research findings, such as external validity

SCI.9-12.SI.2.1.4 - [*Performance Standard*] - Discuss how and why psychologists use non-human animals in research

SCI.9-12.SI.2.2 - [*Content Standard*] - Ethical issues in research with human and non-human animals

SCI.9-12.SI.2.2.1 - [*Performance Standard*] - Identify ethical standards psychologists must address regarding research with human participants

SCI.9-12.SI.2.2.2 - [*Performance Standard*] - Identify ethical guidelines psychologists must address regarding research with non-human animals

SCI.9-12.SI.2.3 - [*Content Standard*] - Basic concepts of data analysis

SCI.9-12.SI.2.3.1 - [*Performance Standard*] - Define descriptive statistics and explain how they are used by psychological scientists

SCI.9-12.SI.2.3.2 - [*Performance Standard*] - Define forms of qualitative data and explain how they are used by psychological scientists

SCI.9-12.SI.2.3.3 - [*Performance Standard*] - Define correlation coefficients and explain their appropriate interpretation

SCI.9-12.SI.2.3.4 - [*Performance Standard*] - Interpret graphical representations of data as used in both quantitative and qualitative methods

SCI.9-12.SI.2.3.5 - [*Performance Standard*] - Explain other statistical concepts, such as statistical significance and effect size

SCI.9-12.SI.2.3.6 - [*Performance Standard*] - Explain how validity and reliability of observations and measurements relate to data analysis

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Advanced Placement Psychology UNIT 2: BIOPSYCHOLOGY	Unit Summary: This unit explores the ways in which the brain and the body work together. The functions of the nervous system, the endocrine system, and how the environment affects the brain are described. This unit will explore altered states of consciousness, and sleep and sleep disorders are introduced. Additionally, the processes of sensation and perception are examined. Sensory thresholds and the organization of perceptual information are explored.
Grade Level(s): 12	
Essential Question(s): <ol style="list-style-type: none">1. What is the basic structure of the nervous system?2. How do the many parts of the brain influence human behavior?3. How does the endocrine system influence human behavior?4. How do heredity and environment affect human behavior?5. What is involved in the various stages of sleep?6. How do altered states of consciousness influence people when they are awake?7. How do drugs alter people's consciousness?8. How do sensations influence people's understandings?9. How do people's senses receive sensations?10. How do people understand sensations?	Enduring Understanding(s): <ol style="list-style-type: none">1. Learning about the nervous system helps us know how messages that are sent to the brain cause behavior.2. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior.3. The endocrine system controls and excites growth and affects emotions and behavior in people.4. Heredity is the transmission of characteristics from parents to children, while environment is the world around you; they both have a major effect on your body and behavior.5. Sleep – an essential state of consciousness – involves stages and periods of dreaming.6. Hypnosis, biofeedback, and meditation are altered states of consciousness that can occur when we are awake.7. Psychoactive drugs interact with the central nervous system to alter consciousness.8. Sensations occur anytime a stimulus activates a receptor, and they initiate humans' understanding of their reality.9. The sense organs – the eyes, ears, tongue, nose, skin, and others – are the receptors of sensations.10. The way we interpret sensations and organize them into meaningful experiences is called perception.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Identify the parts of the nervous system.	1. SCI.9-12.B.1.1
2. Demonstrate the functions of the nervous system.	2. SCI.9-12.B.1.1.2 LA.11-12.RST.2
3. Describe the structure and functions of the human brain and ways psychologists study the brain.	3. SCI.9-12.B.1.1.3 SCI.9-12.B.1.1.4 SCII.9-12.B.1.1.5
4. Explain the endocrine system.	4. SCI.9-12.B.1.2 LA.9-12.RST.2
5. Predict the functions of hormones in the endocrine system.	5. SCI.9-12.B.1.2.2 SCI.9-12.B.1.2.3 LA.11-12.RST.8
6. Categorize examples of the effects of heredity and environment on behavior.	6. SCI.9-12.B.1.3.1 SCI.9-12.B.1.3.2 SCI.9-12.B.1.3.3 LA.11-12.RST.8
7. Summarize research of the effects of heredity and environment on behavior.	7. SCI.9-12.B.1.4.1 SCI.9-12.B.1.4.2 SCI.9-12.B.1.4. LA.11-12.RST.2
8. Analyze the four stages of sleep and the period of dreaming.	8. SCI.9-12.B.3.2.1 SCI.9-12.B.3.2.2 SCI.9-12.B.3.2.3 SCI.9-12.B.3.2.4 SCI.9-12.B.3.2.5 LA.11-12.RST.4 LA.11-12.RST.2
9. Interpret how hypnosis, biofeedback, and meditation are altered states of consciousness that can occur while we are awake.	9. SCI.9-12.B.3.4.1 SCI.9-12.B.3.4.2 SCI.9-12.B.3.4.3 LA.11-12.RST.4
10. Compare and contrast psychoactive drugs and demonstrate how they interact with the central nervous system to alter consciousness.	10. SCI.9-12.B.3.3.1 SCI.9-12.B.3.3.2 SCI.9-12.B.3.3.3 SCI.9-12.B.3.3.4

<p>11. Critique how sensations occur anytime a stimulus activates a receptor and that perceptions allow humans to react to their environment.</p> <p>12. Provide examples of the sense organs as the receptors of sensations.</p> <p>13. Recognize perception as the way we interpret sensations and organize them into meaningful experiences.</p>	<p>LA.11-12.RST.2</p> <p>11. SCI.9-12.B.2.1.1 SCI.9-12.B.2.1.2 LA.11-12.RST.4</p> <p>12. SCI.9-12.B.2.2.1 SCI.9-12.B.2.2.2 SCI.9-12.B.2.2.3 SCI.9-12.B.2.2.4 LA.11-12.RST.2</p> <p>13. SCI.9-12.B.2.3.1 SCI.9-12.B.2.3.2 SCI.9-12.B.2.3.3 SCI.9-12.B.2.3.4 SCI.9-12.B.2.3.5 SCI.9-12.B.2.3.6 LA.11-12.RST.4</p>

Inter-Disciplinary Connections:

Language Arts Literacy – Free Response Questions – sleep disorders, create a superhero based off a augmented brain structure, debate: nature v. nurture, case study: Phineas Gage, writing split brain, writing a ghost story and circadian rhythm, sleep and dreams journal

Technology – Microsoft word for typed documents, video clips, web navigation, applications for brain study, IQ test

Art – Pipe cleaner neuron, Play-Doh brains, color coding brain functions, analyze optical illusions, creating a persuasive advertisement, neuron dance, neural communication

Science – Discussion of the nervous system, diagram of nervous system, endocrine system functions, and sleep cycle, anatomy of the eye, ear and tongue, identification of right and left brain functions

Students will engage with the following text:

Myers’ Psychology for AP
 Primary Source Reading: Stroop effect
 Secondary Source Reading: Phineas Gage

Suggested Accommodations/Modifications for Reading:
 Highlight or underline main ideas in reading materials; Give students annotated copies of readings; Provide students with summaries of primary/secondary source documents; Pre-teach necessary vocabulary and skills;

Provide student with a vocabulary reference sheet or bookmark to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell notes – daily note taking
Cornell notes – textbook
Writing Prompt: ghost story of nervous system
Writing Prompt: circadian rhythms
Journal Writing: Sleep & Dreams
Story of superhero with augmented brain structure
Outcome of split brain surgery
How an optical illusion works

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Biological Bases of Behavior

Define all chapter vocabulary

Cornell Notes from textbook

Diagram and build a neuron

Neuron dance

Write a ghost story about the nervous system

Extrapolate data from exercise to comprehend the nervous system

Kinesthetic neural communication

Video: neurotransmitters

Building brain models

Video: left and right brain

Activity: identify left right brain functions

Computer Lab: IQ test

Virtual Game: Mr. Split Brainy

Video: twins and nature v. nurture

MRI, EEG, PET and CAT scan pictures

Diagram of Endocrine system

Case Study: split brain

Debate: nature and nurture

Color code diagram of human brain

Free Response Question: If you stub your toe, how does the impulse travel through your nervous system allowing you to pull your toe back and jump up and down in pain? Explain how this process occurs (including the process of neural transmission) using the following terms in context:

- Sensory neuron
- Peripheral nervous system
- Central nervous system
- Interneuron
- Motor neuron
- Action potential
- Neurotransmitter
- Synapse

Free Response Question: A patient who is admitted to the hospital after a stroke suffers from the following symptoms: episodes of intense, unexplainable fear; difficulty speaking and reading aloud; and blindness in his right visual field.

Part A: Using the terms below, explain why you would use these scans to investigate the patient's brain functioning and,

- PET Scan
- MRI scan

Part B: Using the terms below, explain which brain structures you predict might have been affected by the stroke, and why you think those brain structures were affected. (Note: Not all the brain structures listed below were necessarily affected by the stroke. Your essay should clearly indicate which brain structures you predict were affected and which were not.)

- Brainstem
- Amygdala
- Hypothalamus
- Occipital lobe
- Broca's area
- Angular gyrus

Sensation and Perception

Define all chapter vocabulary

Cornell Notes from textbook

Absolute threshold & difference threshold activity

Sensory adaptation activity

Optical illusions

Stroop effect demonstration (p. 213)

Taste test experiment

Create an advertisement using gestalt principles

Cocktail party demonstration

Dual listening demonstration

Weber's Law demonstration

Video: selective attention – gorilla

Video: subconscious attention – memory

Video: change blindness

Difference threshold demonstration

Zimbardo prison experiment

Diagram an eye

Color blindness demonstration

Video: laser eye surgery

Sound demonstration

Diagram an ear

Taste test for sensations

Analyze illusions for monocular and binocular cues

Video Clips: optical illusions

Free Response Question: Use the following terms to describe in detail how you visually perceive an object that you can see right now. Use the terms in order to correctly describe the sequence of events involved in your example of visual perception.

- Thalamus
- Retina
- Pupil
- Transduction
- Action potential
- Feature detector
- Excitatory neurotransmitter

States of Consciousness

Diagram the sleep cycle

Write a story about circadian rhythm

Keep a journal of sleep and dreams

Analyze dreams based on many different theories

Compare the effects of sleep loss of those of alcohol

Rate sleep disorders

Video Clips: sleep disorders

Experiment of power of suggestion

Demonstration: hypnosis suggestibility

Meditative breathing

Yoga/Tai Chi

Diagram drugs and effects on consciousness

Mouse Party

Free Response Question: Professor Dement believes that different states of consciousness are each associated with increased levels of activity in specific, different parts of the brain. Develop at least one possible hypothesis Professor Dement might want to study to test this belief and design an experiment to test the hypothesis. Use the following terms correctly in your response.

- Independent variable
- Dependent variable
- Operational definition
- fMRI
- Psychoactive drugs
- REM sleep
- Hypnosis

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Weekly cumulative quizzes

HW/CW activities: Practice multiple choice questions, make a model of a brain, computer demonstrations, create an advertisement based on Gestalt principles, nervous system writing, IQ test, diagrams of neuron, brain, eye, ear, and endocrine system, ghost story and circadian rhythm story

In Class Discussion: Question and answer, nature v. nurture debate

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Biological Bases of Behavior, Sensation and Perception: Multiple Choice, Free Response Questions

AP Practice Tests/Questions: Multiple Choice and Free Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions

for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Kinesthetic brains, neuron dance, neuron model, nature/nurture debate, diagram endocrine system, matching scans, dream log

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, After-school support; Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Key

Biological Bases of Behavior

SCI.9-12.B.1.1 - [Content Standard] - Structure and function of the nervous system in human and non-human animals

SCI.9-12.B.1.1.1 - [Performance Standard] - Identify the major divisions and subdivisions of the human nervous system

SCI.9-12.B.1.1.2 - [Performance Standard] - Identify the parts of the neuron and describe the basic process of neural transmission

SCI.9-12.B.1.1.3 - [Performance Standard] - Differentiate between the structures and functions of the various parts of the central nervous system

SCI.9-12.B.1.1.4 - [*Performance Standard*] - Describe lateralization of brain functions

SCI.9-12.B.1.1.5 - [*Performance Standard*] - Discuss the mechanisms and the importance of plasticity of the nervous system

- [*Content Standard*] - Structure and function of the endocrine system

SCI.9-12.B.1.2.1 - [*Performance Standard*] - Describe how the endocrine glands are linked to the nervous system

SCI.9-12.B.1.2.2 - [*Performance Standard*] - Describe the effects of hormones on behavior and mental processes

SCI.9-12.B.1.2.3 - [*Performance Standard*] - Describe hormone effects on the immune system

SCI.9-12.B.1.3 - [*Content Standard*] - The interaction between biological factors and experience

SCI.9-12.B.1.3.1 - [*Performance Standard*] - Describe concepts in genetic transmission

SCI.9-12.B.1.3.2 - [*Performance Standard*] - Describe the interactive effects of heredity and environment

SCI.9-12.B.1.3.3 - [*Performance Standard*] - Explain how evolved tendencies influence behavior

SCI.9-12.B.1.4 - [*Content Standard*] - Methods and issues related to biological advances

SCI.9-12.B.1.4.1 - [*Performance Standard*] - Identify tools used to study the nervous system

SCI.9-12.B.1.4.2 - [*Performance Standard*] - Describe advances made in neuroscience

SCI.9-12.B.1.4.3 - [*Performance Standard*] - Discuss issues related to scientific advances in neuroscience and genetics

Sensation and Perception

SCI.9-12.B.2.1 - [*Content Standard*] - The processes of sensation and perception

SCI.9-12.B.2.1.1 - [*Performance Standard*] - Discuss processes of sensation and perception and how they interact

SCI.9-12.B.2.1.2 - [*Performance Standard*] - Explain the concepts of threshold and adaptation

SCI.9-12.B.2.2 - [Content Standard] - The capabilities and limitations of sensory processes

SCI.9-12.B.2.2.1 - [Performance Standard] - List forms of physical energy for which humans and non-human animals do and do not have sensory receptors

SCI.9-12.B.2.2.2 - [Performance Standard] - Describe the visual sensory system

SCI.9-12.B.2.2.3 - [Performance Standard] - Describe the auditory sensory system

SCI.9-12.B.2.2.4 - [Performance Standard] - Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)

SCI.9-12.B.2.3 - [Content Standard] - Interaction of the person and the environment in determining perception

SCI.9-12.B.2.3.1 - [Performance Standard] - Explain Gestalt principles of perception

SCI.9-12.B.2.3.2 - [Performance Standard] - Describe binocular and monocular depth cues

SCI.9-12.B.2.3.3 - [Performance Standard] - Describe the importance of perceptual constancies

SCI.9-12.B.2.3.4 - [Performance Standard] - Describe perceptual illusions

SCI.9-12.B.2.3.5 - [Performance Standard] - Describe the nature of attention

SCI.9-12.B.2.3.6 - [Performance Standard] - Explain how experiences and expectations influence perception

Consciousness

SCI.9-12.B.3.1 - [Content Standard] - The relationship between conscious and unconscious processes

SCI.9-12.B.3.1.1 - [Performance Standard] - Identify states of consciousness

SCI.9-12.B.3.1.2 - [Performance Standard] - Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

SCI.9-12.B.3.2 - [Content Standard] - Characteristics of sleep and theories that explain why we sleep and dream

SCI.9-12.B.3.2.1 - [Performance Standard] - Describe the circadian rhythm and its relation to sleep

SCI.9-12.B.3.2.2 - [*Performance Standard*] - Describe the sleep cycle

SCI.9-12.B.3.2.3 - [*Performance Standard*] - Compare theories about the functions of sleep

SCI.9-12.B.3.2.4 - [*Performance Standard*] - Describe types of sleep disorders

SCI.9-12.B.3.2.5 - [*Performance Standard*] - Compare theories about the functions of dreams

SCI.9-12.B.3.3 - [*Content Standard*] - Categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.1 - [*Performance Standard*] - Characterize the major categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.2 - [*Performance Standard*] - Describe how psychoactive drugs act at the synaptic level

SCI.9-12.B.3.3.3 - [*Performance Standard*] - Evaluate the biological and psychological effects of psychoactive drugs

SCI.9-12.B.3.3.4 - [*Performance Standard*] - Explain how culture and expectations influence the use and experience of drugs

SCI.9-12.B.3.4 - [*Content Standard*] - Other states of consciousness

SCI.9-12.B.3.4.1 - [*Performance Standard*] - Describe meditation and relaxation and their effects

SCI.9-12.B.3.4.2 - [*Performance Standard*] - Describe hypnosis and controversies surrounding its nature and use

SCI.9-12.B.3.4.3 - [*Performance Standard*] - Describe flow states

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Psychology UNIT 3: DEVELOPMENT & SOCIAL PSYCHOLOGY</p>	<p>Unit Summary: This unit explores human development from birth through old age. The physical, cognitive, social, emotional development of infants and children are described. The physical, personal, social, and sexual developments that occur during adolescence are explained. This unit examines the psychological issues that arise in adulthood. Social psychology – an area of psychology in which we seek to explain our own and others' thoughts, feelings, perceptions, and behaviors is introduced in this unit. We also try to understand how we are influenced by the presence of and interactions with others. Interpersonal attraction, social perceptions, and personal relationships are discussed. The concepts of group behavior, conformity, obedience, conflict, and cooperation are explained.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do infants develop? 2. How does development continue throughout childhood? 3. What types of developmental processes occur throughout adolescence? 4. How do gender roles and differences influence people's behavior? 5. How does development continue throughout life? 6. Why does attraction develop between people? 7. How do people form judgments of others? 8. What types of relationships are formed by people? 9. How are groups formed? 10. Why do people engage in group behavior? 11. Why do conflicts arise, and how do people respond to those conflicts? 12. What is an attitude, and how do they influence behavior? 13. How are attitudes formed, 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Infants are born equipped to experience the world – as they grow physically, they also develop perceptions and language. 2. As the thought processes of children develop, they begin to think, communicate and relate with others, solve problems, and face various social decisions. 3. All adolescents experience dramatic development physically, sexually, personally, and socially; all of which have major influences on their own identity and behavior. 4. Females and males have physical and psychological gender differences, and their beliefs about what they think it means to be male or female influence their behavior. 5. As people age, their priorities and expectations change to match realities, and they experience losses as well as gains. 6. Humans depend on others to survive, and are attracted to certain people because of factors such as proximity, reward values, physical appearance, approval, similarity, and complementarity. 7. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others. 8. People experience different types of love and relationships throughout their lives. 9. A group – a collection of people who interact, share common goals, and influence how members think and act – is unified by the attitudes and standards members share and by their commitment to those beliefs. 10. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities. 11. Conflicts between groups are a fact of everyday life, and individuals often give up responsibility for their actions by perceiving and responding to situations as a group. 12. People's attitudes are the result of conditioning, observational

<p>and why do they change?</p> <p>14. How does persuasion influence people?</p>	<p>learning, and cognitive evaluation; our attitudes help us define ourselves and our place in society, evaluate people and events, and guide our behavior.</p> <p>13. Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance.</p> <p>14. Persuasion is a direct attempt to influence attitudes; people evaluate when, where, and how a message is presented, as well as its credibility.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>1 Recognize that as infants grow physically, they also develop cognitive skills, perceptions, and language.</p>	<p>1. SCI.9-12.DL.1.1.1 SCI.9-12.DL.1.1.4 SCI.9-12.DL.1.2.1 SCI.9-12.DL.1.3.1 SCI.9-12.DL.1.3.2 SCI.9-12.DL.1.4.1 SCI.9-12.DL.1.4.2 SCI.9-12.DL.1.4.3 SCI.9-12.DL.1.4.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10</p>
<p>2. Interpret how as the thought processes of children develop, they begin to think, communicate, and relate with others, and solve problems.</p>	<p>2. SCI.9-12.DL.1.1.3 SCI.9-12.DL.1.2.1 SCI.9-12.DL.1.5.1 LA.11-12.RH.10 LA.11-12.RST.2</p>
<p>3. Critique the social decisions children face as they grow and progress through the stages of life.</p>	<p>3. SCI.9-12.DL.1.1.2 SCI.9-12.DL.1.5.2 SCI.9-12.DL.1.5.3 LA.11-12.RH.2 LA.11-12.RH.7 LA.11-12.RH.10</p>
<p>4. Distinguish the physical development and biological changes that all adolescents experience.</p>	<p>4. SCI.9-12.DL.1.1.1 SCI.9-12.DL.1.6.1 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10</p>
<p>5. Categorize the changes in patterns of reasoning, moral thinking, and the development of one's identity during the transition from childhood to adulthood.</p>	<p>5. SCI.9-12.DL.1.2.2 SCI.9-12.DL.1.6.2 SCI.9-12.DL.1.7.1 LA.11-12.RH.10 HE.9-12.2.1.12.B LA.11-12.WHST.4</p>
<p>6. Summarize the changes that adolescents undergo in their social relationships.</p>	
<p>7. Compare and contrast the physical and psychological differences of males and females.</p>	
<p>8. Critique how beliefs about male/female differences influence behavior.</p>	
<p>9. Illustrate the shifting priorities and outlooks on life that occur from adolescence throughout the remainder of life.</p>	
<p>10. Relate how we depend on others to survive and the factors that influence our attraction to others.</p>	
<p>11. Appraise the ways in which we explain the behavior of others by making judgments about them based on our perceptions of them.</p>	

12. Explore the different types of love and relationships people experience throughout their lives.

13. Define a group and explore how groups are unified by shared attitudes and standards.

14. Comprehend how people in groups respond to peer pressure or figures of authority.

15. Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.

16. Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.

17. Relate how attitudes define us and how they are formed and changed.

18. Explain how persuasion can be used to influence behavior.

6. **SCI.9-12.DL.1.2.3**

LA.11-12.RH.10

LA.11-12.WHST.4

LA.11-12.RST.2

7. **SCI.9-12.DL.1.6.3**

LA.11-12.RH.10

LA.11-12.RST.2

8. **SCI.9-12.DL.1.6.4**

SCI.9-12.DL.1.7.2

LA.11-12.RH.10

LA.11-12.RST.2

9. **SCI.9-12.DL.1.1.5**

SCI.9-12.DL.1.7.3

LA.11-12.RH.10

LA.11-12.RST.2

10. **SCI.9-12.SC.1.1.1**

LA.11-12.RH.10

LA.11-12.RH.7

11. **SCI.9-12.SC.1.1.2**

LA.11-12.RH.10

LA.11-12.RH.7

LA.11-12.WHST.4

12. **SCI.9-12.SC.1.3.4**

LA.11-12.RH.10

LA.11-12.RH.7

13. **SCI.9-12.SC.1.2.1**

SCI.9-12.SC.1.2.2

SCI.9-12.SC.1.2.3

SCI.9-12.SC.1.2.4

LA.11-12.RH.10

LA.11-12.RH.4

LA.11-12.RH.7

14. **SCI.9-12.SC.2.1.6**

LA.11-12.RH.10

LA.11-12.WHST.4

15. **SCI.9-12.SC.1.3.1**

SCI.9-12.SC.1.3.2

SCI.9-12.SC.1.3.3

SCI.9-12.SC.1.3.4

LA.11-12.RH.10

16. **SCI.9-12.SC.2.2.1**

SCI.9-12.SC.2.2.2

SCI.9-12.SC.2.2.3
SCI.9-12.SC.2.2.4
SCI.9-12.SC.2.2.5
SCI.9-12.SC.2.2.6
SCI.9-12.SC.2.2.7
 LA.11-12.RH.10
 LA.11-12.RST.9
 LA.11-12.RST.4

17.SCI.9-12.SC.2.1.1
SCI.9-12.SC.2.1.2
SCI.9-12.SC.2.1.3
SCI.9-12.SC.2.1.4
SCI.9-12.SC.2.1.5
SCI.9-12.SC.2.1.5
 LA.11-12.RH.10

18. SCI.9-12.SC.1.1.3
 LA.11-12.RH.10
 LA.11-12.RST.2

Inter-Disciplinary Connections:

Language Arts Literacy: Write a baby book narrative, read sections of As Nature Made Him, future writing, writing lesson plan on Piaget stages, written response to prison experiment, written reaction to Harlow, expository writing on what has shaped personality

Technology: Microsoft Word for typed documents, video clips, web navigation

Art: Design a baby book, creating of child abuse pamphlet, skit on Erikson conflicts

Math: Chronological order of development skills

Science: Developmental timeline , teenage mind reading

Students will engage with the following text:

Myers' Psychology for AP

As Nature Made Him

Milgram's obedience experiment summary

Case Studies: Milgram, Asch, and Zimbardo

Kohlberg's moral dilemmas

Secondary source reading: "What's Wrong With the Teenage Mind?"

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; Give students annotated copies of readings; Provide students with summaries of primary/secondary source documents; Pre-teach necessary vocabulary and skills; Provide students with a vocabulary reference sheet or bookmark to assist in comprehension; Allow students to listen to audio recordings of readings if available; Give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Students will write:

Cornell Notes from text
Cornell Notes – daily note taking
Timeline of developmental skills
Child abuse pamphlet
Letters to grandchild
Reflection response: what/who you are attracted to
Response to Milgram, Asch and Zimbardo experiments
Lesson plans based on Piaget
Expository writing: What has shaped my personality?

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell Notes; Provide guiding questions for written responses; Give checklists or step-by-step directions for assignments; Reduce length requirement for writing assignments; Reduce number of open-ended responses; Give graphic organizers to help students organize their writing; Allow students to type responses if possible; Grade on content not mechanics; Provide extra space and lined paper for student responses for students with poor or large handwriting.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS**DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills.****Development**

Define all chapter vocabulary
Cornell notes from textbook
Timeline of physical and gross motor skills
Baby book
Focus Writing: Lesson plan based on Piaget
Video: sensorimotor skills
Video: conservation and egocentrism
Video: Harlow and emotional support
Focus Writing: Pamphlet on child abuse
Case Study: As Nature Made Him
Compare types of parenting
Create a skit on Erikson conflicts
Write a letter to your grandchild
Analyze moral dilemma examples via Kohlberg
Secondary Source Reading: “What’s Wrong With the Teenage Mind?”
Free Response Question: Language researchers agree that our language development progresses from babbling to the one-word stage through the two-word, telegraphic speech stage. However, researchers have disagreed

about how we acquire language and move from stage to stage.

Part A: Provide an example of language acquisition that supports the claim that we acquire language through operant conditioning. Your example should show language acquisition progressing from babbling through telegraphic speech and should use the following terms in the correct context:

- Positive reinforcement
- Shaping
- Intermittent reinforcement

Part B: Provide an example of language acquisition that supports the claim that we acquire language because of Chomsky's "inborn universal grammar" theory. Your example should show language acquisition progressing from babbling through telegraphic speech and should use the following ideas in the correct context:

- Language acquisition device
- Universal grammar
- The tendency to overgeneralize rules of grammar

Social

Define all chapter vocabulary

Cornell Notes from textbook

Reflection on what you are attracted to

Stereotype game

Video: Fundamental Attribution Error

Case Study: Milgram and obedience

Case Study: Asch and conformity

Case Study: Zimbardo and role playing

Virtual game: Zero sum

Free response Question: After your AP psychology teacher announces that everyone in class passed the last test, your friend Marco jumps up on the table and does a victory dance. When the laughter dies down, you start to wonder why Marco is so extraverted and impulsive.

Discuss how the following concepts may or may not be useful in explaining Marco's impulsive behavior.

- Drive-reduction theory
- Incentive theory
- Hierarchy of needs
- Instinct
- Operant conditioning
- Genetic predisposition

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; Provide student with a vocabulary quick reference sheet to assist in comprehension; Provide students with guided Cornell Notes; Break lectures into small portions; Use graphic organizers for writing assignments; Use exit slips to check for understanding of new concepts; Chunk assignments into smaller portions.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Cumulative weekly quizzes, multiple choice practice questions

HW activities: Piaget lesson plan, child abuse pamphlet, writing a letter to future generations, Kolberg dilemma analysis, developmental skills timeline, reading on teenage mind

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Development, Social: Multiple Choice and Free Response Questions

AP Practice Tests/Questions: Multiple Choice and Free Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Skits on Erikson's stages, stereotyping game to combat and show prejudices, written reflection on attractiveness, essay on personality development

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

KEY

Development

SCI.9-12.DL.1.1.1 - [Performance Standard] - Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development

SCI.9-12.DL.1.1.2 - [Performance Standard] - Explain issues of continuity/discontinuity and stability/ change

SCI.9-12.DL.1.1.3 - [Performance Standard] - Distinguish methods used to study development

SCI.9-12.DL.1.1.4 - [Performance Standard] - Describe the role of sensitive and critical periods in development

SCI.9-12.DL.1.1.5 - [Performance Standard] - Discuss issues related to the end of life

SCI.9-12.DL.1.2 - [Content Standard] - Theories of life span development

SCI.9-12.DL.1.2.1 - [Performance Standard] - Discuss theories of cognitive development

SCI.9-12.DL.1.2.2 - [Performance Standard] - Discuss theories of moral development

SCI.9-12.DL.1.2.3 - [Performance Standard] - Discuss theories of social development

SCI.9-12.DL.1.3 - [Content Standard] - Prenatal development and the newborn

SCI.9-12.DL.1.3.1 - [Performance Standard] - Describe physical development from conception through birth and identify influences on prenatal development

SCI.9-12.DL.1.3.2 - [Performance Standard] - Describe newborns' reflexes, temperament, and abilities

SCI.9-12.DL.1.4 - [Content Standard] - Infancy (i.e., the first two years of life)

SCI.9-12.DL.1.4.1 - [Performance Standard] - Describe physical and motor development

SCI.9-12.DL.1.4.2 - [Performance Standard] - Describe how infant perceptual abilities and intelligence develop

SCI.9-12.DL.1.4.3 - [Performance Standard] - Describe the development of attachment and the role of the caregiver

SCI.9-12.DL.1.4.4 - [Performance Standard] - Describe the development of communication and language

SCI.9-12.DL.1.5 - [Content Standard] - Childhood

SCI.9-12.DL.1.5.1 - [Performance Standard] - Describe physical and motor development

SCI.9-12.DL.1.5.2 - [Performance Standard] - Describe how memory and thinking ability develops

SCI.9-12.DL.1.5.3 - [Performance Standard] - Describe social, cultural, and emotional development through childhood

SCI.9-12.DL.1.6 - [Content Standard] - Adolescence

SCI.9-12.DL.1.6.1 - [Performance Standard] - Identify major physical changes

SCI.9-12.DL.1.6.2 - [Performance Standard] - Describe the development of reasoning and morality

SCI.9-12.DL.1.6.3 - [Performance Standard] - Describe identity formation

SCI.9-12.DL.1.6.4 - [Performance Standard] - Discuss the role of family and peers in adolescent development

SCI.9-12.DL.1.7 - [Content Standard] - Adulthood and aging

SCI.9-12.DL.1.7.1 - [Performance Standard] - Identify major physical changes associated with adulthood and aging

SCI.9-12.DL.1.7.2 - [Performance Standard] - Describe cognitive changes in adulthood and aging

Social

SCI.9-12.SC.1.1 - [Content Standard] - Social cognition

SCI.9-12.SC.1.1.1 - [Performance Standard] - Describe attributional explanations of behavior

SCI.9-12.SC.1.1.2 - [Performance Standard] - Describe the relationship between attitudes (implicit and explicit) and behavior

SCI.9-12.SC.1.1.3 - [Performance Standard] - Identify persuasive methods used to change attitudes

SCI.9-12.SC.1.2 - [Content Standard] - Social influence

SCI.9-12.SC.1.2.1 - [Performance Standard] - Describe the power of the situation

SCI.9-12.SC.1.2.2 - [Performance Standard] - Describe effects of others' presence on individuals' behavior

SCI.9-12.SC.1.2.3 - [Performance Standard] - Describe how group dynamics influence behavior

SCI.9-12.SC.1.2.4 - [Performance Standard] - Discuss how an individual influences group behavior

SCI.9-12.SC.1.3 - [Content Standard] - Social relations

SCI.9-12.SC.1.3.1 - [Performance Standard] - Discuss the nature and effects of stereotyping, prejudice, and discrimination

SCI.9-12.SC.1.3.2 - [Performance Standard] - Describe determinants of prosocial behavior

SCI.9-12.SC.1.3.3 - [Performance Standard] - Discuss influences upon aggression and conflict

SCI.9-12.SC.1.3.4 - [Performance Standard] - Discuss factors influencing attraction and relationships

SCI.9-12.SC.2 - [Standard Area] - Sociocultural Diversity

SCI.9-12.SC.2.1 - [Content Standard] - Social and cultural diversity

SCI.9-12.SC.2.1.1 - [Performance Standard] - Define culture and diversity

SCI.9-12.SC.2.1.2 - [Performance Standard] - Identify how cultures change over time and vary within nations and internationally

SCI.9-12.SC.2.1.3 - [Performance Standard] - Discuss the relationship between culture and conceptions of self and identity

SCI.9-12.SC.2.1.4 - [Performance Standard] - Discuss psychological research examining race and ethnicity

SCI.9-12.SC.2.1.5 - [Performance Standard] - Discuss psychological research examining socioeconomic status

SCI.9-12.SC.2.1.6 - [Performance Standard] - Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination

SCI.9-12.SC.2.2 - [Content Standard] - Diversity among individuals

SCI.9-12.SC.2.2.1 - [Performance Standard] - Discuss psychological research examining gender identity

SCI.9-12.SC.2.2.2 - [Performance Standard] - Discuss psychological research examining diversity in sexual orientation

SCI.9-12.SC.2.2.3 - [*Performance Standard*] - Compare and contrast gender identity and sexual orientation

SCI.9-12.SC.2.2.4 - [*Performance Standard*] - Discuss psychological research examining gender similarities and differences and the impact of gender discrimination

SCI.9-12.SC.2.2.5 - [*Performance Standard*] - Discuss the psychological research on gender and how the roles of women and men in societies are perceived

SCI.9-12.SC.2.2.6 - [*Performance Standard*] - Examine how perspectives affect stereotypes and treatment of minority and majority groups in society

SCI.9-12.SC.2.2.7 - [*Performance Standard*] - Discuss psychological research examining differences in individual cognitive and physical abilities

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Psychology UNIT 4: COGNITION, MEMORY INTELLIGENCE , THINKING & LEARNING</p>	<p>Unit Summary: This unit explores different learning techniques and processes. It explains how we summon unique thoughts and memories to help us perform day-to-day functions. The three different types of learning – classical conditioning, operant conditioning, and social learning are explored. The unit also illustrates how the principles of learning are applied to human and animal behavior to such techniques as reinforcement. The ways in which people receive, process, store, retrieve, and analyze information are investigated. Problem solving, decision making, and reasoning processes are discussed. Relationships between language and human thought are explored. This unit investigates the characteristics of psychological tests and explores various types of psychological tests, including those that measure intelligence, achievement, abilities, interests, and personality.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How does classical conditioning influence behavior? 2. How does operant conditioning influence behavior? 3. When and how does social learning occur? 4. How do humans take information in and store it? 5. How is stored information retrieved? 6. How do people think and solve problems? 7. How do we use language? 8. What are the major characteristics of psychological tests? 9. What types of tests have been developed to measure intelligence? 10. How do psychologists measure achievement, abilities, and interests? 11. What do personality tests accomplish? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. People acquire certain behaviors through classical conditioning, a learning procedure in which associations are made between a neutral stimulus and a conditioned response. 2. Operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again. 3. Social learning, consisting of cognitive learning and modeling, involves how people make decisions and act upon the information available to them. 4. There are three processes involved in memory: encoding, storage, and retrieval. 5. Stored memory can be retrieved by recognition, recall, and relearning. 6. Thinking involves changing, reorganizing, and recombining the information stored in memory to create new or transformed information, such as creative problem-solving strategies. 7. Language and thought are closely related; language requires the learning of a set of complex rules and symbols, yet most people have little difficulty learning their native language. 8. To be useful, tests have to exhibit reliability, validity, and standardization. 9. Several IQ tests are used to measure intelligence, although there are many views about what constitutes intelligence. 10. Psychologists have developed tests to assess special abilities and experiences. 11. Personality tests are used to assess personality characteristics and to identify problems.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Interpret classical conditioning, the learning procedure in which associations are made between a neutral stimulus and an unconditioned stimulus.	1. SCI.9-12.DL.2.1.1 SCI.9-12.DL.2.1.2 SCI.9-12.DL.2.1.3 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.W.CCR.2 LA.11-12.RST.2
2. Explain how operant conditioning occurs when the consequences that follow a behavior increase or decrease the likelihood of that behavior occurring again.	2. SCI.9-12.DL.2.2.1 SCI.9-12.DL.2.2.2 SCI.9-12.DL.2.2.3 SCI.9-12.DL.2.2.4 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.RST.9
3. Demonstrate how social learning involves people making decisions and acting upon the information available to them.	3. SCI.9-12.DL.2.3.1 SCI.9-12.DL.2.3.2 LA.11-12.RH.10 LA.11-12.R.CCR.10 LA.11-12.RST.1
4. Differentiate the three processes involved in memory: encoding, storage, and retrieval.	4. SCI.9-12.C.1.1.1 SCI.9-12.C.1.1.2 SCI.9-12.C.1.1.3 LA.11-12.RH.10 LA.11-12.RH.4 LA.11-12.RST.2 LA.11-12.RST.4
5. Recognize that stored memory can be retrieved by recognition, recall, and relearning.	5. SCI.9-12.C.1.2.1 SCI.9-12.C.1.2.2 SCI.9-12.C.1.2.3 SCI.9-12.C.1.2.4 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.RST.1
6. Conclude that thinking involves changing and reorganizing the information stored in memory to create new or transformed information.	6. SCI.9-12.C.1.3.1 SCI.9-12.C.1.3.2 SCI.9-12.C.1.3.3 SCI.9-12.C.1.3.4 SCI.9-12.C.1.3.5 LA.11-12.RH.10 LA.11-12.RST.2
7. Infer how language and thought are closely related.	7. SCI.9-12.DL.3.1.1 SCI.9-12.DL.3.1.2
8. Justify the characteristics that make a psychological test useful: reliability, validity, and standardization.	
9. Explore ways in which IQ tests are used to measure intelligence and explain the various theories of what constitutes intelligence.	
10. Compare and contrast the various tests psychologists have developed to assess special abilities and experiences.	
11. Evaluate how personality tests are used to assess personality characteristics and identify problems.	

SCI.9-12.DL.3.2.1
SCI.9-12.DL.3.2.2
SCI.9-12.DL.3.2.3
SCI.9-12.DL.3.3.1
SCI.9-12.DL.3.3.2
 LA.11-12.RH.10
 LA.11-12.RST.2

8. SCI.9-12.C.3.2.3
 LA.11-12.RH.10
 LA.11-12.RH.4
 LA.11-12.RST.8

9. SCI.9-12.C.3.1.1
SCI.9-12.C.3.1.2
SCI.9-12.C.3.1.3
 LA.11-12.RH.10
 LA.11-12.RST.8

10. SCI.9-12.C.3.2.1
SCI.9-12.C.3.2.2
SCI.9-12.C.3.2.3
 LA.11-12.RH.10
 LA.11-12.W.CCR.2
 LA.11-12.RST.1

11. SCI.9-12.C.3.3.2
 LA.11-12.RH.10
 LA.11-12.RST.1

Inter-Disciplinary Connections:

Language Arts: Diagraming a sentence based on parts of a language, create a language, Cornell Note taking, write a flashbulb memory, focused writing: training using classical and operant conditioning, focused writing: how human memory is like a computer

Technology: Microsoft word for typed documents, video clips, web navigation, psychology simulator

Art: Create a visual mnemonic device, visual problems for problem solving

Math: Dice game problem solving, short term memory problems, solving IQ problems

Music: Memory aid

Science: Comparing and contrasting Intelligence theories, shaping behavior of a rat (conditioning)

Students will engage with the following text:

Myers' Psychology for AP

Primary Source Reading: Intelligence Theory

Case studies: Pavlov, Little Albert, Bandura, and Sperling

Students will write:

Cornell Notes from text
Cornell Notes – daily note taking
Focused writing: classical and operant conditioning examples for animals and humans
Focused writing: flashbulb memory
Shaping situations
Compare and contrast the brain and memory
Creative problems for other's to solve
Framing examples
Sentences to be diagramed
Dice simulation

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Learning

Define all chapter vocabulary
Cornell Notes from textbook
Demonstration: classical conditioning
Focus Writing: train an animal using classical conditioning
Case Study Pavlov
Case Study Little Albert
Analyze situations for parts of classical conditioning
Focus Writing: training using operant conditioning
Shape a rat
Virtual Game: Psych Sim
Case Study: Bandura

Memory

Define all chapter vocabulary
Cornell Notes from textbook
Memory collaborative learning activities
Case Study: Sperling
Focus Writing: comparing to computer
Demonstrations: short term memory
Create a mnemonic that works for you
Focus Writing: flashbulb memory
Free Response Question: Sue was feeling a little sad and didn't feel like volunteering at the homeless shelter as she had promised. But then she remembered that, earlier in the day, her friend Rob got his foot stuck in a wastebasket, took one step, and fell over. When she thought about this episode, she smiled and felt a little better. She started to feel a bit happier, so she went to the shelter to help out.

Explain how a psychologist might use the following concepts to explain how Sue remembered this episode and the relationship between this memory, Sue's behavior, and her emotions.

- Automatic encoding
- Explicit memory
- Mood-congruent memory
- Two-factor theory
- Facial feedback
- Feel-good, do-good phenomenon
- Relative deprivation

Thinking, Problem Solving, Language and Intelligence

Define all chapter vocabulary

Cornell Notes from textbook

Demonstration: problem solving

Dice simulation

Divergent thinking exercises

Overconfidence exercise

Framing exercise

Diagram a sentence

Create a language

Case Study: intelligence theories

Free Response Question: As you know, the Advanced Placement (AP) Psychology exam involves 100 multiple-choice questions and two free response essay questions. The goal of the exam is to accurately measure knowledge of psychological concepts and to communicate to colleges which students would most likely succeed in a college-level psychology course. Each year, few students receive composite scores of 1 and 5, and more students receive scores of 2, 3, or 4. Use the following terms to describe how the College Board most likely developed and evaluates the AP Psychology exam.

- Recognition
- Recall
- Standardization
- Normal curve
- Reliability (test-retest reliability or split-half reliability)
- Content validity
- Predictive validity

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:



Quizzes: cumulative weekly quizzes,

HW/CW activities: Writing a classical condition example, write operant conditioning examples for exit tickets, diagram classical conditioning examples for vocabulary, compare your memory to a computer, create a language, diagram a sentence for parts of a language. Compare and contrast divergent and convergent ways of thinking.

Focused Writing: classical and operant conditioning

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Reduce number of open-ended questions; Provide guided Cornell Notes to ensure student accuracy in note-taking and increase comprehension; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Common Unit Benchmark Test: Learning, Memory, Thinking, Problem Solving and Language, Intelligence: Multiple Choice and Free Response Questions

AP Practice Tests/Questions: Multiple Choice and Free Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Shape an animal

Psych Simulations for classical conditioning, operant conditioning and maze learning

Sperling's iconic memory demonstration and response

Create a mnemonic device for this chapter

Write a flashbulb memory

Solve problems in different ways and analyze the way you solved them.

Create a language for three sentences

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Key

Learning

SCI.9-12.DL.2.1.1 - [*Performance Standard*] - Describe the principles of classical conditioning

SCI.9-12.DL.2.1.2 - [*Performance Standard*] - Describe clinical and experimental examples of classical conditioning

SCI.9-12.DL.2.1.3 - [*Performance Standard*] - Apply classical conditioning to everyday life

SCI.9-12.DL.2.2 - [*Content Standard*] - Operant conditioning

SCI.9-12.DL.2.2.1 - [*Performance Standard*] - Describe the Law of Effect

SCI.9-12.DL.2.2.2 - [*Performance Standard*] - Describe the principles of operant conditioning

SCI.9-12.DL.2.2.3 - [*Performance Standard*] - Describe clinical and experimental examples of operant conditioning

SCI.9-12.DL.2.2.4 - [*Performance Standard*] - Apply operant conditioning to everyday life

SCI.9-12.DL.2.3 - [*Content Standard*] - Observational and cognitive learning

SCI.9-12.DL.2.3.1 - [*Performance Standard*] - Describe the principles of observational and cognitive learning

SCI.9-12.DL.2.3.2 - [*Performance Standard*] - Apply observational and cognitive learning to everyday life

Memory

SCI.9-12.C.1.1 - [*Content Standard*] - Encoding of memory

SCI.9-12.C.1.1.1 - [*Performance Standard*] - Identify factors that influence encoding

SCI.9-12.C.1.1.2 - [*Performance Standard*] - Characterize the difference between shallow (surface) and deep (elaborate) processing

SCI.9-12.C.1.1.3 - [*Performance Standard*] - Discuss strategies for improving the encoding of memory

SCI.9-12.C.1.2 - [*Content Standard*] - Storage of memory

SCI.9-12.C.1.2.1 - [*Performance Standard*] - Describe the differences between working memory and long-term memory

SCI.9-12.C.1.2.2 - [*Performance Standard*] - Identify and explain biological processes related to how memory is stored

SCI.9-12.C.1.2.3 - [*Performance Standard*] - Discuss types of memory and memory disorders (e.g., amnesias, dementias)

SCI.9-12.C.1.2.4 - [*Performance Standard*] - Discuss strategies for improving the storage of memories

SCI.9-12.C.1.3 - [*Content Standard*] - Retrieval of memory

SCI.9-12.C.1.3.1 - [*Performance Standard*] - Analyze the importance of retrieval cues in memory

SCI.9-12.C.1.3.2 - [*Performance Standard*] - Explain the role that interference plays in retrieval

SCI.9-12.C.1.3.3 - [*Performance Standard*] - Discuss the factors influencing how memories are retrieved

SCI.9-12.C.1.3.4 - [*Performance Standard*] - Explain how memories can be malleable

SCI.9-12.C.1.3.5 - [*Performance Standard*] - Discuss strategies for improving the retrieval of memories

Language

SCI.9-12.DL.3.1 - [*Content Standard*] - Structural features of language

SCI.9-12.DL.3.1.1 - [*Performance Standard*] - Describe the structure and function of language

SCI.9-12.DL.3.1.2 - [*Performance Standard*] - Discuss the relationship between language and thought

SCI.9-12.DL.3.2 - [*Content Standard*] - Theories and developmental stages of language acquisition

SCI.9-12.DL.3.2.1 - [*Performance Standard*] - Explain the process of language acquisition

SCI.9-12.DL.3.2.2 - [*Performance Standard*] - Discuss how acquisition of a second language can affect language development and possibly other cognitive processes

SCI.9-12.DL.3.2.3 - [*Performance Standard*] - Evaluate the theories of language acquisition

SCI.9-12.DL.3.3 - [*Content Standard*] - Language and the brain

SCI.9-12.DL.3.3.1 - [*Performance Standard*] - Identify the brain structures associated with language

SCI.9-12.DL.3.3.2 - [*Performance Standard*] - Discuss how damage to the brain may affect language

Intelligence

SCI.9-12.C.3.1 - [*Content Standard*] - Perspectives on intelligence

SCI.9-12.C.3.1.1 - [*Performance Standard*] - Discuss intelligence as a general factor

SCI.9-12.C.3.1.2 - [*Performance Standard*] - Discuss alternative conceptualizations of intelligence

SCI.9-12.C.3.1.3 - [*Performance Standard*] - Describe the extremes of intelligence

SCI.9-12.C.3.2 - [*Content Standard*] - Assessment of intelligence

SCI.9-12.C.3.2.1 - [*Performance Standard*] - Discuss the history of intelligence testing, including historical use and misuse in the context of fairness

SCI.9-12.C.3.2.2 - [*Performance Standard*] - Identify current methods of assessing human abilities

SCI.9-12.C.3.2.3 - [*Performance Standard*] - Identify measures of and data on reliability and validity for intelligence test scores

SCI.9-12.C.3.3 - [*Content Standard*] - Issues in intelligence

SCI.9-12.C.3.3.1 - [*Performance Standard*] - Discuss issues related to the consequences of intelligence testing

SCI.9-12.C.3.3.2 - [*Performance Standard*] - Discuss the influences of biological, cultural, and environmental factors on intelligence

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Advanced Placement Psychology UNIT 5: INDIVIDUAL VARIATIONS, TREATMENT OF DISORDERS, STRESS</p> <p>Grade Level(s): 12</p>	<p>Unit Summary: This unit explores personality – why people act the way they do in specific situations – and individuality. It looks at the physical and mental factors that cause people to act a specific way at a specific time. It also examines the theories explaining how and why people experience various emotions. The theories of personality that have been developed by the different schools of psychology are discussed. The sources of stress, reactions to stress, and ways to cope with stress are investigated. The process by which normal behavior becomes abnormal is explored along with common types of psychological disorders. Finally, the various therapies available to treat psychological disorders are examined.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What influences motivation? 2. How do biological and social motives influence behavior? 3. How are emotions formed? 4. What is the purpose of the various personality theories, and what are the major theories? 5. How is stress formed? 6. How do people react to, and cope with, stress? 7. What are psychological disorders? 8. What various types of psychological disorders have psychologists developed? 9. What is psychotherapy? 10. Why do psychologists use psychoanalysis and humanistic therapy? 11. Why do psychologists use cognitive and behavior therapies? 12. What biological approaches 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Psychologists explain motivation and why people experience it in different ways through instinct, drive-reduction, incentive, and cognitive theories of motivation. 2. Much of life is spent trying to satisfy biological and social needs – biological needs are physiological requirements that we must fulfill to survive, while social needs are those that are learned through experience. 3. All emotions consist of three parts – the physical, cognitive, and behavioral aspects; theories of emotion propose that emotions result from physical changes and/or mental processes. 4. Personality theories provide a way of organizing the many characteristics that people have; the four major personality theories are the psychoanalytic, learning, humanistic and cognitive, and trait theories. 5. Stress results from our perceptions of demands placed upon us and our evaluations of situations we encounter. 6. People react differently to life’s stressors; these reactions may be beneficial or harmful; they deal with stress by employing defensive and active coping strategies, and learn to adjust to stressful situations. 7. Psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health. 8. The major psychological disorders include anxiety disorders, somatoform and dissociative disorders, schizophrenia and mood disorders, personality disorders, and drug addiction; these various disorders are exhibited by a number of different behaviors. 9. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders. 10. Psychoanalysis is an analysis of the conscious and unconsciousness

to treatment are available?	<p>mind based on the theories of Sigmund Freud; humanistic therapy helps people reach their full potential.</p> <p>11. Cognitive and behavior therapies help clients develop new ways of thinking and behaving.</p> <p>12. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Students will engage with the following text:

<p>Myers' Psychology for AP Case study: Crazy or not? Case study: psychological disorders Copies of song lyrics</p>	
<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Explain motivation and why we experience it in different ways.	1. SCI.9-12.IV.1.1.1 SCI.9-12.IV.1.1.2 SCI.9-12.IV.1.1.3 SCI.9-12.IV.1.1.4 LA.11-12.RH.10 LA.9-12.WHST.1D LA.11-12.RST.9
2. Comprehend that biological needs are psychological requirements we must fulfill to survive, whereas social needs are learned through experience.	
3. Diagram the three parts of emotions: the physical, cognitive, and behavioral aspects.	2. SCI.9-12.IV.1.2.1 SCI.9-12.IV.1.2.2 SCI.9-12.IV.1.2.3 SCI.9-12.IV.1.2.4 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.RST.9
4. Explore how personality theories provide a way of organizing the many characteristics that people have.	
5. Summarize the three components of Freud's psychoanalytic theory: the id, ego and superego.	3. SCI.9-12.IV.2.1.1 SCI.9-12.IV.2.1.2 SCI.9-12.IV.2.1.3 SCI.9-12.IV.2.2.1 SCI.9-12.IV.2.2.2 SCI.9-12.IV.2.2.3 SCI.9-12.IV.2.3.1 SCI.9-12.IV.2.3.2 LA.11-12.RH.10 LA.11-12.RST.2 LA.11-12.R.CCR.10
6. Critique how behaviorists think some aspects of personality are learned.	
7. Analyze how the positive aspects of human nature are emphasized by the humanistic and cognitive theories.	
8. Distinguish how trait theorists account for the consistency of behavior in different situations.	
9. Evaluate how stress results from our perceptions of demands placed upon us and our evaluations of situations we encounter.	4. SCI.9-12.IV.3.1.1 SCI.9-12.IV.3.1.2 SCI.9-12.IV.3.1.3

<p>10. Recognize the beneficial and harmful reactions people have to stress.</p> <p>11. Interpret the defensive and active coping strategies that people use to deal with stress.</p> <p>12. Infer how college and work can lead to stress.</p> <p>13. Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</p> <p>14. Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.</p> <p>15. Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.</p> <p>16. Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression</p> <p>17. Predict how personality disorders and drug addiction prohibit normal relationships and normal functioning.</p> <p>18. Categorize psychotherapy and how it is the general term for several approaches used to treat psychological disorders.</p> <p>19. Discover how psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Freud.</p> <p>20. Evaluate how cognitive and behavior therapies help clients develop new ways of thinking and behaving.</p> <p>21. Generalize how biological approaches to treatment rely on methods such as medication, electric shock therapy and surgery to help clients.</p>	<p>SCI.9-12.IV.3.1.4 LA.11-12.RH.10 LA.11-12.RST.7 LA.11-12.R.CCR.10</p> <p>5. SCI.9-12.IV.3.1.1 LA.11-12.RH.4 LA.11-12.RH.10 LA.11-12.RST.2</p> <p>6. SCI.9-12.IV.3.3.1 LA.11-12.RH.10 LA.11-12.RST.9 LA.11-12.R.CCR.10</p> <p>7. SCI.9-12.IV.3.3.2 LA.11-12.RH.10 LA.11-12.RST.7</p> <p>8. SCI.9-12.IV.3.3.3 SCI.9-12.IV.3.3.4 SCI.9-12.IV.3.3.5 LA.11-12.RH.10 LA.11-12.RST.7</p> <p>9. SCI.9-12.APS.2.1.1 SCI.9-12.APS.2.1.2 LA.11-12.RH.10 LA.9-12.WHST.1D</p> <p>10. SCI.9-12.APS.2.1.3 SCI.9-12.APS.2.1.4 LA.11-12.RH.10 LA.9-12.RST.9</p> <p>11. SCI.9-12.APS.2.2.1 SCI.9-12.APS.2.2.2 SCI.9-12.APS.2.2.3 LA.11-12.RH.10 LA.9-12.RST.1</p> <p>12. SCI.9-12.APS.2.2.1 SCI.9-12.APS.2.2.2 SCI.9-12.APS.2.2.3 LA.11-12.RH.10 LA.9-12.WHST.1D</p> <p>13. SCI.9-12.IV.4.1.1 SCI.9-12.IV.4.1.2 SCI.9-12.IV.4.1.3 SCI.9-12.IV.4.1.4 SCI.9-12.IV.4.1.5 LA.11-12.RH.4 LA.11-12.RH.10</p>
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LA.11-12.RST.2

14. **SCI.9-12.IV.4.2.1**
SCI.9-12.IV.4.2.2
SCI.9-12.IV.4.2.3
SCI.9-12.IV.4.2.4

LA.11-12.RH.10

LA.11-12.RH.1

LA.11-12.RH.9

15. **SCI.9-12.IV.4.2.1**
SCI.9-12.IV.4.2.2
SCI.9-12.IV.4.2.3
SCI.9-12.IV.4.2.4

LA.11-12.RH.10

LA.11-12.RST.2

16. **SCI.9-12.IV.4.2.1**
SCI.9-12.IV.4.2.2
SCI.9-12.IV.4.2.3
SCI.9-12.IV.4.2.4

LA.11-12.RH.10

LA.11-12.RST.2

LA.11-12.RH.9

17. **SCI.9-12.IV.4.2.4**

LA.11-12.RH.10

LA.11-12.RST.2

18. **SCI.9-12.APS.1.1.1**
SCI.9-12.APS.1.1.2
SCI.9-12.APS.1.1.3

LA.11-12.RH.10

LA.11-12.RST.2

LA.11.12.W.CCR.2

19. **SCI.9-12.APS.1.2.2**

LA.11-12.RH.10

LA.11-12.RST.2

LA.11-12.RST.4

20. **SCI.9-12.APS.1.2.1**
SCI.9-12.APS.1.2.2

LA.11-12.RH.10

LA.11-12.RST.1

21. **SCI.9-12.APS.1.2.1**
SCI.9-12.APS.1.2.2
SCI.9-12.APS.1.2.3
SCI.9-12.APS.1.2.4
SCI.9-12.APS.1.2.5

LA.11-12.RH.10

LA.11-12.RH.9

LA.11-12.RST.8

LA.11-12.RST.9

Inter-Disciplinary Connections:

Language Arts: Write personality test questions, focused writing: skits on defense mechanisms, analysis of children's classical book

Technology: Microsoft word for typed documents, video clips, web navigation

Art: Create a Rorschach inkblot test. Analysis of thematic apperception test picture. Create a Jungian personality mask. Perform a sample therapy session.

Math: Charts from personality tests. Analyze percentages of mental illness across cultures.

Music: Look at lyrics for signs of mental illness

Science: Discuss how the APA groups mental illness. Discuss the etiology of major mental illness' to include neurological problems. Effects of stress and health on the physical and emotional self.

Children's classical books

Mystery diagnosis

Students will write:

Cornell Notes from textbook

Cornell Notes – daily note taking

Writing prompt: personality test questions

Focused writing: skits portraying defense mechanisms

Sample therapy technique

Write an APA style report on a children's classic story

Powerpoint or Prezi presentations on stress, health and theories of emotion

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Personality

Define all chapter vocabulary

Cornell notes from textbook

Personality Tests: TAT, Rorshack, Myers-Briggs

Focused writing: Create your own personality test

Focused writing: Skit showing defense mechanisms

Debate: Does Freud have a valid point

Jung Bags/Personality Masks

Abnormal Therapy

Define all chapter vocabulary

Cornell Notes from textbook

Song lyrics analysis

Case Study: Crazy or Not?

Analyze a children's classic for symptoms on mental disorders

Perform a sample therapy

Mystery Diagnosis

Categorize via the APA

Free Response Question: The diagnosis and treatment of psychological disorders involves concepts and research from other areas of psychology. In this way, the diagnosis and treatment of psychological disorders is an example of applied psychology. Identify some of the symptoms of the psychological disorders listed below and explain how the accompanying concept relates to the symptoms or treatment of the disorder.

- Dissociative identity disorder (DID): constructive memory
- Major depressive disorder: mood- congruent memory
- Schizophrenia: dopamine hypothesis
- Antisocial personality disorder: autonomic nervous system

Motivation and Emotion/ Stress Health

Powerpoint/ Prezi presentations

Free Response Question: Ken, Elizabeth, and Charlie are in charge of a week-long Chinese language summer camp. This year, they promised the children's parents that they would try to get the children to spend at least five hours a day practicing their Chinese: In their experience, however, campers usually prefer other camp activities (hiking, canoeing, etc.) to language practice. Explain how Ken, Elizabeth, and Charlie could use the psychological principles below to encourage campers to complete their five hours of language practice per day.

- Positive reinforcement
- Negative reinforcement
- Central route persuasion
- Peripheral route persuasion
- Foot-in-the-door phenomenon
- Superordinate goal
- Conformity
- Obedience

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Weekly cumulative quizzes, practice multiple choice questions, AP review questions

HW: Personality tests and reactions, analysis of personality tests for validity and reliability, create your own personality test. Diagnose symptoms based on case studies and decide what disorder they have. Decide if behavior is abnormal. Crazy or not case study. Song lyrics analysis

Notebook: Cornell Notes daily summative

These assessments will mostly require students to: remember, understand, apply, and analyze.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Reduce number of open-ended questions; Provide guided Cornell Notes to ensure student accuracy in note-taking and increase comprehension; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions; Provide graphic organizers for written assignments; Give partial credit for open-ended response answers; Provide extra space and/or lined paper for student responses for students with poor or large handwriting; Increase spacing to reduce visual clutter; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary assignments and readings; Use inquiry based practices and allow students opportunities to conduct additional research; Provide assignment choices that require more detail and deeper understanding

Summative Assessments:

Common Unit Benchmark Test: Personality, Abnormal/Therapy: Multiple Choice and Free Response Questions

Student Presentations: Motivation and Emotion/Stress and Health

AP Practice Tests/Questions: Multiple Choice and Free Response Questions

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Reduce number of open-ended questions; Highlight, underline, or bold key terms; Grade content rather than mechanics; Divide or chunk assessments into portions and give over multiple days if necessary; Provide graphic organizers for written responses; Give partial credit for open-ended response answers; Increase spacing to reduce visual clutter on pages; Put fewer question on each page; Allow students to use notes for open-ended questions; Read directions for each section aloud and clarify, restate, or reword directions as necessary.

Suggested for gifted & talented students: Provide supplementary or more lengthy readings on assessments; Provide enrichment activities for students who complete assessments quickly; Develop open-ended questions that require more detailed responses and deeper understanding of material.

Performance Assessments:

Projects: Debate: Does Freud have a valid point?, Jungian personality masks, write a skit for each defense mechanism and act it out. Power point or Prezi presentation on Motivation and Emotion/Stress Health topics. Create own personality test. Analysis of children's books. Performance of a sample therapy.

These assessments will mostly require students to: apply, analyze, evaluate, and create.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Provide oral and written instructions; Allow students to work with partners; Provide step-by-step directions or checklists for assignments; Use concrete and visual examples; Divide or chunk assignments into portions; Give students a timeline/calendar with due dates and post due dates in a visible place in the room - refer to them daily to improve time management.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; Provide project choices that require more detail and deeper understanding of material; Allow students to conduct their own research study.

Motivation

SCI.9-12.IV.1.1.1 - [*Performance Standard*] - Explain biologically based theories of motivation

SCI.9-12.IV.1.1.2 - [*Performance Standard*] - Explain cognitively based theories of motivation

SCI.9-12.IV.1.1.3 - [*Performance Standard*] - Explain humanistic theories of motivation

SCI.9-12.IV.1.1.4 - [*Performance Standard*] - Explain the role of culture in human motivation

SCI.9-12.IV.1.2 - [*Content Standard*] - Domains of motivated behavior in humans and non-human animals

SCI.9-12.IV.1.2.1 - [*Performance Standard*] - Discuss eating behavior

SCI.9-12.IV.1.2.2 - [*Performance Standard*] - Discuss sexual behavior and orientation

SCI.9-12.IV.1.2.3 - [*Performance Standard*] - Discuss achievement motivation

SCI.9-12.IV.1.2.4 - [*Performance Standard*] - Discuss other ways in which humans and non-human animals are motivated

Emotion

SCI.9-12.IV.2.1 - [*Content Standard*] - Perspectives on emotion

SCI.9-12.IV.2.1.1 - [*Performance Standard*] - Explain the biological and cognitive components of emotion

SCI.9-12.IV.2.1.2 - [*Performance Standard*] - Discuss psychological research on basic human emotions

SCI.9-12.IV.2.1.3 - [*Performance Standard*] - Differentiate among theories of emotional experience

SCI.9-12.IV.2.2 - [*Content Standard*] - Emotional interpretation and expression

SCI.9-12.IV.2.2.1 - [*Performance Standard*] - Explain how biological factors influence emotional interpretation and expression

SCI.9-12.IV.2.2.2 - [*Performance Standard*] - Explain how culture and gender influence emotional interpretation and expression

SCI.9-12.IV.2.2.3 - [*Performance Standard*] - Explain how other environmental factors influence emotional interpretation and expression

SCI.9-12.IV.2.3 - [*Content Standard*] - Domains of emotional behavior

SCI.9-12.IV.2.3.1 - [*Performance Standard*] - Identify biological and environmental influences on the expression and experience of negative emotions, such as fear

SCI.9-12.IV.2.3.2 - [*Performance Standard*] - Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Personality

SCI.9-12.IV.3.1 - [*Content Standard*] - Perspectives on personality

SCI.9-12.IV.3.1.1 - [*Performance Standard*] - Evaluate psychodynamic theories

SCI.9-12.IV.3.1.2 - [*Performance Standard*] - Evaluate trait theories

SCI.9-12.IV.3.1.3 - [*Performance Standard*] - Evaluate humanistic theories

SCI.9-12.IV.3.1.4 - [*Performance Standard*] - Evaluate social–cognitive theories

SCI.9-12.IV.3.2 - [*Content Standard*] - Assessment of personality

SCI.9-12.IV.3.2.1 - [*Performance Standard*] - Differentiate personality assessment techniques

SCI.9-12.IV.3.2.2 - [*Performance Standard*] - Discuss the reliability and validity of personality assessment techniques

SCI.9-12.IV.3.3 - [*Content Standard*] - Issues in personality

SCI.9-12.IV.3.3.1 - [*Performance Standard*] - Discuss biological and situational influences

SCI.9-12.IV.3.3.2 - [*Performance Standard*] - Discuss stability and change

SCI.9-12.IV.3.3.3 - [*Performance Standard*] - Discuss connections to health and work

SCI.9-12.IV.3.3.4 - [*Performance Standard*] - Discuss self-concept

SCI.9-12.IV.3.3.5 - [*Performance Standard*] - Analyze how individualistic and collectivistic cultural perspectives relate to personality

Psychological Disorders

SCI.9-12.IV.4.1 - [*Content Standard*] - Perspectives on abnormal behavior

SCI.9-12.IV.4.1.1 - [*Performance Standard*] - Define psychologically abnormal behavior

SCI.9-12.IV.4.1.2 - [*Performance Standard*] - Describe historical and cross-cultural views of abnormality

SCI.9-12.IV.4.1.3 - [*Performance Standard*] - Describe major models of abnormality

SCI.9-12.IV.4.1.4 - [*Performance Standard*] - Discuss how stigma relates to abnormal behavior

SCI.9-12.IV.4.1.5 - [*Performance Standard*] - Discuss the impact of psychological disorders on the individual, family, and society

SCI.9-12.IV.4.2 - [*Content Standard*] - Categories of psychological disorders

SCI.9-12.IV.4.2.1 - [*Performance Standard*] - Describe the classification of psychological disorders

SCI.9-12.IV.4.2.2 - [*Performance Standard*] - Discuss the challenges associated with diagnosis

SCI.9-12.IV.4.2.3 - [*Performance Standard*] - Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)

SCI.9-12.IV.4.2.4 - [*Performance Standard*] - Evaluate how different factors influence an individual's experience of psychological disorders

Treatment of Psychological Disorders

SCI.9-12.APS.1.1 - [*Content Standard*] - Perspectives on treatment

SCI.9-12.APS.1.1.1 - [*Performance Standard*] - Explain how psychological treatments have changed over time and among cultures

SCI.9-12.APS.1.1.2 - [*Performance Standard*] - Match methods of treatment to psychological perspectives

SCI.9-12.APS.1.1.3 - [*Performance Standard*] - Explain why psychologists use a variety of treatment options

SCI.9-12.APS.1.2 - [*Content Standard*] - Categories of treatment and types of treatment providers

SCI.9-12.APS.1.2.1 - [*Performance Standard*] - Identify biomedical treatments

SCI.9-12.APS.1.2.2 - [*Performance Standard*] - Identify psychological treatments

SCI.9-12.APS.1.2.3 - [*Performance Standard*] - Describe appropriate treatments for different age groups

SCI.9-12.APS.1.2.4 - [*Performance Standard*] - Evaluate the efficacy of treatments for particular disorders

SCI.9-12.APS.1.2.5 - [*Performance Standard*] - Identify other factors that improve the efficacy of treatment

SCI.9-12.APS.1.2.6 - [*Performance Standard*] - Identify treatment providers for psychological disorders and the training required for each

SCI.9-12.APS.1.3 - [*Content Standard*] - Legal, ethical, and professional issues in the treatment of psychological disorders

SCI.9-12.APS.1.3.1 - [*Performance Standard*] - Identify ethical challenges involved in delivery of treatment

SCI.9-12.APS.1.3.2 - [*Performance Standard*] - Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)

Stress

SCI.9-12.APS.2.1.1 - [*Performance Standard*] - Define stress as a psychophysiological reaction

SCI.9-12.APS.2.1.2 - [*Performance Standard*] - Identify and explain potential sources of stress

SCI.9-12.APS.2.1.3 - [*Performance Standard*] - Explain physiological and psychological consequences for health

SCI.9-12.APS.2.1.4 - [*Performance Standard*] - Identify and explain physiological, cognitive, and behavioral strategies to deal with stress

SCI.9-12.APS.2.2 - [*Content Standard*] - Behaviors and attitudes that promote health

SCI.9-12.APS.2.2.1 - [*Performance Standard*] - Identify ways to promote mental health and physical fitness

SCI.9-12.APS.2.2.2 - [*Performance Standard*] - Describe the characteristics of and factors that promote resilience and optimism

SCI.9-12.APS.2.2.3 - [*Performance Standard*] - Distinguish between effective and ineffective means of dealing with stressors and other health issues