

**Black Horse Pike Regional School District**  
Where inspiring excellence is our standard and student achievement is the result.

## Advanced Placement Psychology Course Syllabus

**Updated:** August 2023

### Course Overview:

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. This course conforms to the College Boards topics for the Advanced Placement Psychology Examination which include: Scientific Foundations of Psychology, Biological Basis of Behavior, Sensation and Perception, Learning, Cognition, Development Psychology, Motivation- Emotion and Personality, Clinical Psychology and Social Psychology.

Class time involves teacher-guided lectures, discussions, collaborative learning activities, problem solving activities, writing activities including FRQs, creative projects, and analysis of current research. Emphasis will be placed upon the development of the skills needed to succeed on the college board test including Free Response Writing, analysis of multiple choice questions and public speaking.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).  
[American Psychological Association's National Standards for High School Curricula](#)

### Course Content and Outline:

Unit Names	Topics	Timeline
Unit 1: Research and Biology Pillar	<ol style="list-style-type: none"> <li>1. Scientific Foundations of Psychology</li> <li>2. Biological Basis of Behavior</li> <li>3. Sensation and Perception</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period One</li> </ul>

Unit 2: Cognition Pillar Developmental and Learning Pillar	<ol style="list-style-type: none"> <li>1. Learning</li> <li>2. Cognitive Psychology</li> <li>3. Developmental Psychology</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Two</li> </ul>
Unit 3: Personality and Social Pillar	<ol style="list-style-type: none"> <li>1. Motivation, Emotion, Stress and Health and Personality</li> <li>2. Social Psychology</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Three</li> </ul>
Unit 4: Mental and Physical Health Pillar	<ol style="list-style-type: none"> <li>1. Clinical Psychology</li> <li>2. Test Prep</li> <li>3. Current Research-Creative Project</li> </ol>	<ul style="list-style-type: none"> <li>● Marking Period Four</li> </ul>

### Course Expectations and Skills

1. Asking questions for science and defining problems for adapting real world solutions.
2. Developing and using models
3. Explain general principles that govern behavior while recognizing individual differences.
4. Analyze and interpreting data
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the scientific community
6. Obtaining, evaluating and communicating information
7. Gain practice to succeed on the college board AP test.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.
11. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
12. Applying psychological principles can change our lives, organizations, and communities in positive ways.

### Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

### Resources

Textbook: *Myers' Psychology for the AP Course 3rd edition updated*

## **Grading Scale**

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

- Major Assessments: 40%
- Minor Assessments: 35%
- Classwork/Participation: 25%

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Course Title AP Psychology Unit # 1

### History, Research, Biology & Sensation & Perception

**Updated:** August 2023

#### Unit Overview:

Unit #1 examines the history of psychology and the research methodologies psychologists use to study behavior and mental processes. It looks at the different methods psychologists use as they scientifically explore behavior and mental processes. It presents an overview of the biology of the nervous system and examines the role of genetics and evolution in our understanding of ourselves. It explores several types of consciousness beyond our being aware and awake. It helps students appreciate how sensation and perception interact to influence our thoughts and behaviors.

#### Essential Questions

1. How are the historical roots of psychology different from contemporary views?
2. How does methodology of the research affect the outcome of a study?
3. How do ethical guidelines impact psychological research?
4. How can biology influence our behavior and mental processes?
5. What happens when a particular neurotransmitter is absent from the body?
6. How do biological and environmental factors interact to influence our behaviors and mental processes?
7. How do we process information we receive from our environments?
8. How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

#### Enduring Understandings

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 must follow ethical guidelines when conducting research on humans and animals.
4. Learning about the nervous system helps us know how messages that are sent to the brain cause behavior.
5. There are many parts in the human brain that work together to coordinate movement and stimulate thinking and emotions, resulting in behavior.

6. 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.
7. Incoming stimuli is processed by our sensory organs and relayed to the brain area responsible for the sensory signal.
8. Sensation and perception work together to gather and interpret information from our senses.

### Vocabulary (Key Terms)

**History and Approaches Tier 2:** empiricism, structuralism, introspection, functionalism, nature-nurture issue, behavior genetics, biopsychosocial approach, testing effect, basic research, applied research,

**History and Approaches Tier 3:** behaviorism, humanistic psychology, cognitive psychology, cognitive neuroscience, evolutionary psychology, positive psychology, behavioral psychology, psychodynamic psychology, social-cultural psychology, developmental psychology, educational psychology, personality psychology, social psychology, industrial-organizational psychology, human factors psychology, counseling psychology, clinical psychology, psychiatry, community psychology

**Research Methods Tier 2:** theory, hypothesis, replication, case study, naturalistic observation, survey, sampling bias, population, random sample, correlation, correlation coefficient, variable, scatterplot, experiment, experimental group, control group, random assignment, double-blind procedure, placebo, independent variable, confounding variable, dependent variable, validity, informed consent, debriefing, descriptive statistics, histogram, mean, medial. mode, skewed distribution, range, standard deviation, normal curve, inferential statistics, statistical significance

**Research Methods Tier 3:** operational definition, illusory correlation, hindsight bias

**Biology Tier 2:** neuron, cell body, dendrite, axon, myelin sheath, glial cells, actional potential, threshold, refractory period, all-or-none response, synapse, neurotransmitter, reuptake, endorphins, agonist, antagonist, nervous system, central nervous system, peripheral nervous system, nerves, afferent neurons, efferent neurons, interneurons, somatic nervous system, autonomic nervous system, sympathetic nervous system, parasympathetic nervous system, reflex, endocrine system, hormone, adrenal glands, pituitary gland, lesion, EEG, MEG, CT scan, PET scan, MRI, fMRI, brainstem, medulla, thalamus, reticular formation, cerebellum, limbic system, amygdala, hypothalamus, hippocampus, cerebral cortex, frontal lobes, motor cortex, somatosensory cortex, association areas, plasticity, neurogenesis, corpus callosum, split brain, consciousness, cognitive neuroscience, dual processing, blindsight, parallel processing, sequential processing, behavior genetics, heredity, chromosomes, DNA, genes genome, molecular genetics, molecular behavior genetics, epigenetics, natural selection, mutation

**Biology Tier 3:** identical twins, fraternal twins, heritability, interaction, social script

**States of Consciousness Tier 2:** sleep, circadian rhythm, REM sleep, alpha waves, NREM sleep, hallucinations,, delta waves, suprachiasmatic neurons, insomnia, narcolepsy, sleep apnea, night terrors, REM rebound, psychoactive drug, substance use disorder, tolerance, withdrawal, depressants, alcohol use disorder, barbiturates, opiates, stimulants, nicotine, cocaine, amphetamines, methamphetamine, ecstasy, hallucinogens, LSD, THC, consciousness

**States of Consciousness Tier 3:** hypnagogic sensations, manifest content, latent content, hypnosis, posthypnotic suggestion, dissociation

**Sensation and Perception Tier 2:** sensation, sensory receptors, perception, transduction, psychophysics, sensory adaptation, perceptual set, hue, cornea, pupil, iris, lens, retina, accommodation, rods, cones, optic nerve, blind spot, fovea, depth perception, binocular cue, retinal disparity, monocular cue, perceptual constancy, color constancy, perceptual adaptation, audition, frequency, pitch, cochlea, sensorineural hearing loss, conduction hearing loss, cochlear implant, olfaction, kinesthesia, vestibular sense, sensory interaction

**Sensation and Perception Tier 3:** bottom-up processing, top-down processing, selective attention, inattention blindness, change blindness, absolute threshold, signal detection theory, subliminal difference threshold, priming, Weber's law, extrasensory perception, parapsychology, Young-Helmholtz trichromatic theory, opponent-process theory, feature detectors, parallel processing, gestalt, figure-ground, grouping, visual cliff, phi phenomenon, place theory, frequency theory, gate-control theory, embodied cognition

### Unit Learning Targets/Goals/Outcomes:

Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>	CCSS
<p><b>History and Approaches</b></p> <ol style="list-style-type: none"> <li>1. Explain how psychology is a science that uses the three key elements of the scientific attitude to support scientific inquiry.</li> <li>2. Describe how psychology developed from early understandings of the mind and body to Freudian psychology and humanistic psychology.</li> <li>3. Describe how contemporary psychology focuses on cognition, biology and experience, culture and gender, and human flourishing.</li> <li>4. Explain what psychologists working in various subfields do and where they work.</li> <li>5. Explain how hindsight bias, overconfidence, and the</li> </ol>	<p><b>History and Approaches</b></p> <ol style="list-style-type: none"> <li>1. Psych.9-12.SIRMF.1.1.1</li> <li>2. Psych 9-12.SIRMF.1.1.2</li> <li>3. Psych.9-12.SIRMF.1.1.1</li> <li>4. Psych.9-12.SIRMF.1.1.4 Psych.9-12.SIRMF.1.1.5</li> <li>5. Psych.9-12.SIRMF.1.1.2</li> <li>6. Psych.9-12.SIRMF.1.1.3 Psych.9-12.SIRMF.1.2.1</li> <li>7. Psych.9-12.SIRMF.1.2.2</li> <li>8. Psych.9-12.SIRMF.1.2.2</li> <li>9. Psych.9-12.SIRMF.1.2.1 Psych.9-12.SIRMF.1.2.4</li> </ol>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in</a></li> </ul>

tendency to perceive order in random events illustrate why science-based answers are more valid than those based on common sense.

6. Evaluate the usage of case studies, naturalistic observation and surveys to observe and describe behavior using random sampling.
7. Define positive and negative correlations and why they enable prediction not causation.
8. Describe the components of an experiment that make it possible to isolate cause and effect.
9. Explain the process of determining which research design to use.
10. Describe the ethical guidelines that safeguard animal and human research subjects.
11. Compute descriptive statistics and inferential statistics.

### **Biology**

12. Diagram the parts of a neuron and explain how neural impulses are generated.
13. Describe how neurotransmitters influence behavior and explain how drugs and other chemicals affect neurotransmission.
14. Describe the functions of the nervous system's main divisions and identify three main types of neurons.
15. Describe the functions of the endocrine system and its interaction with the nervous system.
16. Identify various techniques to study the brain.
17. Identify the functions of the brainstem, thalamus, reticular formation, cerebellum, medulla, and pons.
18. Describe the four lobes that make up the cerebral cortex and explain the functions of the motor cortex, somatosensory cortex, and association areas.
19. Explain what split brains reveal about the functions of our two brain hemispheres.
20. Define chromosomes, DNA, genes, human genome, heritability, and molecular genetics.
21. Explain how twin and adoption studies help us understand the effects of interactions of nature and nurture.
22. Describe evolutionary psychologists' use of natural selection to explain behavioral tendencies.
23. Identify parts of the biopsychosocial approach.
24. Illustrate the sleep cycle and biological rhythms.
25. Describe the function of sleep and sleep disorders.
26. Discuss the roles that tolerance and addiction play in substance disorders.
27. Identify depressants, stimulants, hallucinogens and describe their effects.
28. Describe the place of consciousness in psychology's

10. Psych.9-12.SIRMF.1.2.4
11. Psych.9-12.SIRMF.1.2.5

### **Biology**

12. Psych.9-12.BP.1.1.2
13. Psych.9-12.BP.1.1.2
14. Psych.9-12.BP.1.1.1
15. Psych.9-12.BP.1.1.1
16. Psych.9-12.BP.1.1.6
17. Psych.9-12.BP.1.1.3
18. Psych.9-12.BP.1.1.3
19. Psych.9-12.BP.1.1.4
20. Psych.9-12.BP.1.2.2
21. Psych.9-12.BP.1.2.1
22. Psych.9-12.BP.1.2.3
23. Psych.9-12.BP.1.2
24. Psych.9-12.BP.3.2.2
25. Psych.9-12.BP.3.2.4
26. Psych.9-12.BP.3.3.3
27. Psych.9-12.BP.3.3.1
28. Psych.9-12.BP.3.1.4

### **Sensation and Perception**

29. Psych.9-12.BP.2.1.1
30. Psych.9-12.BP.2.1.2
31. Psych.9-12.BP.2.2.2
32. Psych.9-12.BP.2.2.3  
Psych.9-12.BP.2.2.4
33. Psych.9-12.BP.2.1.1

[History](#)  
[Standards](#)

history.

**Sensation and Perception**

- 29. Describe the process of sensation and perception and explain the difference between bottom-up processing and top-down processing.
- 30. Discuss the difference between absolute and difference thresholds and how subliminal stimuli can affect these.
- 31. Discuss the characteristics of the energy that we see as visible light.
- 32. Diagram the process of sight, sound and touch.
- 33. Describe the Gestalt psychologists' understanding of perceptual organization, and explain how figure-ground and grouping principles contribute to our perceptions.

**Unit Resources:**

Lesson Resources	Text Resources	Technology & Online Resources
<p><b>History and Approaches</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Biology</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Sensation and Perception</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><a href="#">Reading Guides for Myers 3ed</a> <a href="#">Folder of resources</a></p>	<p><b>History and Approaches</b> Myers' Psychology for AP 3rd Edition Updated Module 1: Psychology's History and Approaches Module 2: Today's Psychology and its Approaches Module 3: Subfields in Psychology Module 4: The Need for Psychological Science Module 5: The Scientific Method and Description Module 6: Correlation and Experimentation Module 7: Research Design and Ethics in Psychology Module 8: Statistical Reasoning in Everyday Life Activity: Learning Curve with the above units</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">History and Approaches classroom resources</a></li> <li>• <a href="#">Biology classroom resources</a></li> <li>• <a href="#">Sensation and Perception classroom resources</a></li> </ul>



**Biology**

Myers' Psychology for AP 3rd Edition Updated

Module 9: Biological Psychology and

Neurotransmission

Module 10: The Nervous and Endocrine Systems

Module 11: Studying the Brain, Older Brain Structure and the Limbic System

Module 12: The Cerebral Cortex

Module 13: Brain Hemisphere Organization and the Biology of Consciousness

Module 14: Behavior Genetics: Predicting Individual Differences

Module 15: Evolutionary Psychology: Understanding Human Nature

Module 16: Sleep Patterns and Sleep Theories

Module 17: Sleep Deprivation, Sleep Disorders, and Dreams

Module 18: Psychoactive Drugs

Module 19: Understanding Consciousness

Activity: Learning Curve with the above units

**Sensation and Perception**

Myers' AP for Psychology 3rd Edition Updated

Module 20: Basic Concepts of Sensation and Perception

Module 21: Influences on Perception

Module 22: Vision: Sensory and Perceptual Processing

Module 23: Visual Organization and Interpretation

Module 24: Hearing

Module 25: The Other

	<p>Senses Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p>	
--	---	--

**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Warm Up activities</li> <li>• Textbook readings and Learning Curve</li> <li>• Whole-class discussion during content lectures</li> <li>• Note taking</li> <li>• EdPuzzles</li> <li>• Critical analysis of primary and secondary sources with guided questions</li> <li>• Graphic organizers</li> <li>• FRQ;s</li> <li>• Actively Learn Articles</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> <li>• Cumulative Vocabulary Quizzes</li> <li>• Unit Test - Major Assessment</li> <li>• Authentic Assessment - Major Assessment</li> </ul>

<b>Interdisciplinary Connections</b>
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> <li>• NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> </ul>

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W2. Write informative/explanatory, texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content
- NJSLSA.W.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typin a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

#### NJSLS Reading and Writing Standards

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- RST.11-12.2: Determine the central ideas, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanation in the text
- RST.11-12.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
- RST.11-12.8: Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging other conclusions with other sources of information.
- WHST.11-12.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience
- WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- WHST.11-12.9: Draw evidence from informational texts to support, analyze reflection and research

#### Career Readiness

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.1.12.DC.4: Explain the privacy concerns related to the collection of data and generation of data through automated process that might not be evident to users
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)

- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSB\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Course Title AP Psychology Unit # 2

### Learning, Cognition, and Development

**Updated:** August 2023

#### Unit Overview:

Unit #2 explores the basic processes needed for learning. Different types of learning are explained and illustrated through famous experiments. It also examines cognition, intelligence and assessing individual differences through various types of testing measures. Unit #2 uses a thematic approach to development from infancy to adulthood highlighting the physical, cognitive and social changes that occur. Significant Issues such as gender development, parental and peer influence, and sexual development are explained.

#### Essential Questions

1. How do we learn?
2. How do our experiences influence our behaviors and mental processes?
3. What roles do memory and thinking play in our behaviors?
4. What is intelligence and how can we study it to understand it?
5. How do we perceive and understand ourselves?

#### Enduring Understandings

1. People acquire certain behaviors through various types of learning including classical conditioning, operant conditioning and social learning.
2. Conditioning processes allow humans to become programmed to react based on mental processing.
3. There three processes involved in memory: encoding, storage, and retrieval allow us to think which involves changing, reorganizing, and recombining the information stored in memory to create new or transformed information, such as creative problem-solving strategies.
4. What has been learned can be measured by IQ tests and tests for special abilities and experiences.

5. Infancy, adolescence and adulthood marks periods of physically, social, and cognitive growth to create an identity through life experiences.

### Vocabulary (Key Terms)

**Learning Tier 2:** learning, stimulus, respondent behavior, generalization, discrimination, reinforcement, intrinsic motivation, extrinsic motivation, emotion-focused coping, personal control, learned helplessness, external locus of control, internal locus of control, observational learning, modeling, mirror neurons

**Learning Tier 3:** habituation, associative learning, operant learning, cognitive learning. Classical conditioning, behaviorism, neutral stimulus, unconditioned response, unconditioned stimuli, conditioned response, conditioned stimuli, acquisition, higher-order conditioning, extinction, spontaneous recovery, operant conditioning, law of effect, operant chamber, shaping, discriminative stimulus, positive reinforcement, negative reinforcement, primary reinforcer, conditioned reinforcer, reinforcement schedule, continuous reinforcement, partial reinforcement, fixed-ratio, variable-ratio, fixed-interval, variable interval, punishment, biofeedback, instinctive drift, cognitive map, latent learning, insight, problem focused coping, prosocial behavior

**Cognition Tier 2:** memory, recall, recognition, relearning, concept, prototype, intelligence, general intelligence, grammar, standardization, normal curve, reliability, validity, content validity, predictive validity, cohort, cross-sectional study, longitudinal study, intellectual disability, Down syndrome, heritability, stereotype threat

**Cognition Tier 3:** encoding, storage, retrieval, parallel processing, sensory memory, short-term memory, long-term memory, working memory, explicit memory, effortful processing, automatic processing, implicit memory, iconic memory, echoic memory, chunking, mnemonics, spacing effect, testing effect, shallow processing, deep processing, semantic memory, episodic memory, memory consolidation, flashbulb memory, long-term potential, priming, encoding-specificity principle, mood congruent memory, serial position effect, anterograde amnesia, retrograde amnesia, proactive interference, retroactive interference, repression, reconsolidation, misinformation effect, source amnesia, convergent thinking, divergent thinking, algorithm, heuristic, insight, confirmation bias, fixation, mental set, representative heuristics, availability heuristic, belief perseverence, framing, phoneme, morpheme, telegraphic speech, aphasia, Broca's area, Wernicke's area, linguistic determination, linguistic influence, factor analysis, savant syndrome, grit, emotional intelligence, achievement test, aptitude test, mental age, Stanford-Binet intelligence quotient, Wechsler Adult Intelligence Scale, crystallized intelligence, fluid intelligence

**Development Tier 2:** zygote, embryo, fetus, teratogens, fetal alcohol syndrome, habituation, schema, assimilation, accommodation, autism spectrum disorder, stranger anxiety, attachment, critical period, secure attachment, insecure attachment, temperament, self-concept, gender, aggression, role, gender role, gender identity, gender typing, androgyny, transgender, puberty, identity, social identity, intimacy, primary sex characteristics, secondary sex characteristics, spermatheca, menarche,

intersex, AIDS, sexual orientation, menopause, Alzheimer's disease
<b>Development Tier 3:</b> sensorimotor stage, object permanence, preoperational stage, conservation, egocentrism, theory of mind, concrete operational stage, formal operational stage, scaffold, imprinting, strange situation, relational aggression, social learning theory, emerging adulthood, neurocognitive disorders, social clock

Unit Learning Targets/Goals/Outcomes:		
Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>	CCSS
<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>Describe the components and process of classical and operant conditioning.</li> <li>Identify ways operant conditioning can be used.</li> <li>Explain how biological and cognitive constraints affect classical and operant conditioning.</li> <li>Differentiate observational learning from associative learning.</li> </ol> <p><b>Cognition</b></p> <ol style="list-style-type: none"> <li>Define memory and explain how it is measured.</li> <li>Discuss the process of forming memories.</li> <li>Identify the capacity of and location of our long-term memories.</li> <li>Discuss how internal emotions, external cues, and order of appearance affect our memory processing</li> <li>Describe the reasons for forgetting.</li> <li>Define cognition and identify the cognitive strategies that assist problem solving.</li> <li>Describe the structural components of language.</li> <li>Define intelligence and identify ways to measure intelligence.</li> <li>Compare and contrast theories of intelligence.</li> <li>Analyze how aging affects crystallized and fluid intelligence.</li> <li>Analyze the evidence for genetic influences and environmental influences on intelligence.</li> <li>Examine how and why men, women, racial groups, and ethnic groups differ in mental abilities.</li> </ol>	<p><b>Learning</b></p> <ol style="list-style-type: none"> <li>Psych.9-12.DLP .2.1.1</li> <li>Psych.9-12.DLP .2.2.1</li> <li>Psych.9-12.DLP .2.1.1 Psych.9-12.DLP .2.2.1</li> <li>Psych.9-12.DLP .2.3.1</li> </ol> <p><b>Cognition</b></p> <ol style="list-style-type: none"> <li>Psych.9-12.CP. 2.1.1 Psych.9-12.CP. 2.1.2 Psych.9-12.CP. 2.1.3</li> <li>Psych.9-12.CP. 2.1.1</li> <li>Psych.9-12.CP. 2.2.1 Psych.9-12.CP. 2.2.2</li> <li>Psych.9-12.CP. 2.2.4</li> <li>Psych.9-12.CP. 2.2.3</li> </ol>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> <li><a href="#">Literacy in History Standards</a></li> <li><a href="#">Writing in History Standards</a></li> </ul>



**Developmental**

- 17. Discuss the course of prenatal development.
- 18. Describe developmental and cognitive changes during infancy and childhood.
- 19. Discuss autism spectrum disorder.
- 20. Describe how parent-infant attachment bonds form.
- 21. Describe the four main parenting styles.
- 22. Discuss how the meaning of gender differs from sex.
- 23. Define adolescence, and discuss the physical, cognitive, moral and social changes.
- 24. Discuss the characteristics of emerging adulthood.
- 25. Explain intersex conditions.
- 26. Assess the impact of aging on memory.
- 27. Identify the social and physical changes during adulthood.

- 10. Psych.9-12.CP.  
1.1.1  
Psych.9-12.CP.  
1.1.2
- 11. Psych.9-12.DLP  
.3.1.1
- 12. Psych.9-12.CP.  
4.1.1  
Psych.9-12.CP.  
4.1.2
- 13. Psych.9-12.CP.  
4.2.2
- 14. Psych.9-12.CP.  
4.1.3
- 15. Psych.9-12.CP.  
4.2.1
- 16. Psych.9-12.CP.  
4.3.2

**Developmental**

- 17. Psych.9-12.DLP  
.1.1.1
- 18. Psych.9-12.DLP  
.1.2.1  
Psych.9-12.DLP  
.1.2.2  
Psych.9-12.DLP  
.1.2.3
- 19. Psych.9-12.DLP  
.1.2.1  
Psych.9-12.DLP  
.1.2.2  
Psych.9-12.DLP  
.1.2.3
- 20. Psych.9-12.DLP  
.1.1.4
- 21. Psych.9-12.DLP  
.1.1.4
- 22. Psych.9-12.SP  
P.3.2.1
- 23. Psych.9-12.DLP  
.1.2.1  
Psych.9-12.DLP  
.1.2.2  
Psych.9-12.DLP  
.1.2.3
- 24. Psych.9-12.DLP  
.1.2.1  
Psych.9-12.DLP  
.1.2.2

	<p>Psych.9-12.DLP .1.2.3</p> <p>25. Psych.9-12.SP P.3.2.2 Psych.9-12.SP P.3.3.3</p> <p>26. Psych.9-12.DLP .1.2.1 Psych.9-12.DLP .1.2.2 Psych.9-12.DLP .1.2.3 Psych.9-23.SP P.2.2.2</p> <p>27. Psych.9-12.DLP .1.2.1 Psych.9-12.DLP .1.2.2 Psych.9-12.DLP .1.2.3</p>
--	---

<b>Unit Resources:</b>		
<b>Lesson Resources</b>	<b>Text Resources</b>	<b>Technology &amp; Online Resources</b>
<p><b>Learning</b> Classroom notes with videos Guided notes Learning Curve Activities</p> <p><b>Cognition</b></p>	<p><b>Learning</b> Myers' Psychology for AP 3rd Edition Updated Module 26: How We Learn and Classical Conditioning Module 27: Operant</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the</a></li> </ul>

<p>Classroom notes with videos  Guided notes  Learning Curve Activities</p> <p><b>Developmental</b>  Classroom notes with videos  Guided notes  Learning Curve Activities</p> <p><a href="#">Reading Guides for Myers 3ed</a>  <a href="#">Unit #2 Resources</a></p>	<p>Conditioning  Module 28: Operant Conditioning's Application and Comparison to Classical Conditioning  Module 29: Biology, Cognition, and Learning  Module 30: Observational Learning  Activity: Learning Curve with the above units</p> <p><b>Cognition</b>  Myers' Psychology for AP 3rd Edition Updated  Module 31: Studying and Encoding Memories  Module 32: Storing and Retrieving Memories  Module 33: Forgetting, Memory Construction, and Improving Memory  Module 34: Thinking, Concepts, and Creativity  Module 35: Solving Problems and Making Decisions  Module 36: Thinking and Language  Module 37: Introduction to Intelligence  Module 38: Assessing Intelligence  Module 39: The Dynamics of Intelligence  Module 40: Studying Genetic and Environmental Influences on Intelligence  Module 41: Group Differences and the Question of Bias  Activity: Learning Curve with the above units</p> <p><b>Developmental</b>  Myers' AP for Psychology 3rd Edition Updated  Module 42: Developmental Issues, Prenatal Development, and the</p>	<p><a href="#">teaching of Psychology</a></p> <ul style="list-style-type: none"> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Learning Classroom Resources</a></li> <li>• <a href="#">Cognition Classroom Resources</a></li> <li>• <a href="#">Developmental Classroom Resources</a></li> </ul>
--	---	--

	<p>Newborn  Module 43: Infancy and Childhood: Physical Development  Module 44: Infancy and Childhood: Cognitive Development  Module 45: Infancy and Childhood: Social Development  Module 46: Gender Development  Module 47: Parents, Peers and Early Experiences  Module 48: Adolescence: Physical and Cognitive Development  Module 49: Adolescence: Social Development and Early Experiences  Module 50: Sexual Development  Module 51: Adulthood: Physical, Cognition and Social Development  Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p>	
--	---	--

**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Warm Up activities</li> <li>• Textbook readings and Learning Curve</li> <li>• Whole-class discussion during content</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> <li>• Cumulative Vocabulary Quizzes</li> <li>• Unit Tests- Major Assessment</li> <li>• Authentic Assessment - Major Assessment</li> </ul>

<ul style="list-style-type: none"> <li>lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● FRQ;s</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	
--	--

<b>Interdisciplinary Connections</b>
--------------------------------------

English Language Arts

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W2. Write informative/explanatory, texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content
- NJSLSA.W.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task,purpose and audience
- NJSLSA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

## Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

## Science

- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

## Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

## Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

## Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

## NJSLS Reading and Writing Standards

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- RST.11-12.2: Determine the central ideas, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanation in the text
- RST.11-12.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
- RST.11-12.8: Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging other conclusions with other sources of information.
- WHST.11-12.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

- WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- WHST.11-12.9: Draw evidence from informational texts to support, analyze reflection and research

#### Career Readiness

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.1.12.DC.4: Explain the privacy concerns related to the collection of data and generation of data through automated process that might not be evident to users
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

**Black Horse Pike Regional School District**  
Where inspiring excellence is our standard and student achievement is the result.

**Course Title AP Psychology**  
**Unit # 3**

**Unit Title Personality and Social Pillar**

**Updated:** August 2023

**Unit Overview:**

This unit explores the motivation and personality factors that make individuals unique. It looks at the physical and mental factors that cause people to act in a specific way at a specific time and situations. 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 and analyzed. The sources of stress, different reactions to stress and ways to cope with stress are investigated within the scope of motivation and personality.

The second half of this unit focuses on how the individual interacts with the larger group. How we 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.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"><li>1. What influences motivation?</li><li>2. How do biological and social motives influence behavior?</li><li>3. How are emotions formed?</li><li>4. What is the purpose of the various personality theories, and what are the major theories?</li><li>5. How is stress formed?</li><li>6. How do people react to, and cope with, stress?</li></ol>	<ol style="list-style-type: none"><li>1. Psychologists explain motivation and why people experience it in different ways through instinct, drive-reduction, incentive, and cognitive theories of motivation.</li><li>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.</li></ol>



7. Why does attraction develop between people?
8. How do people form judgments of others?
9. What types of relationships are formed by people?
10. How are groups formed?
11. Why do people engage in group behavior?
12. Why do conflicts arise, and how do people respond to those conflicts?
13. What is an attitude, and how do they influence behavior?
14. How are attitudes formed, and why do they change?
15. How does persuasion influence people?

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. 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.
8. People explain the behavior of others by making judgments about them, which are influenced by our perceptions of others.
9. People experience different types of love and relationships throughout their lives.
10. 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.
11. People may engage in behavior because of direct or indirect group pressure, or in response to orders given by authorities.
12. 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.

13. People's attitudes are the result of conditioning, observational learning, and cognitive evaluation; our attitudes help us define ourselves and our place in society, evaluate people and events, and guide our behavior.
14. Attitudes are formed through compliance, identification, and internalization, and may be changed as a result of cognitive dissonance.
15. Persuasion is a direct attempt to influence attitudes; people evaluate when, where, and how a message is presented, as well as its credibility.

### Vocabulary (Key Terms) - Tier 2 and 3

**Tier 2:** ambiguous, analogy, anger, bias, cite, concurrent, conformity, consent, criteria, environment, explicit, group, happiness, hierarchy, hypothesis, implicit, individual, manipulative, norm, random, sadness, significant, stable, stratified, stress

**Tier 3**

**Motivation and Emotion**

motivation, instinct, drive reduction, set point, basal metabolic rate, sexual orientation, achievement motivation, flow, intrinsic motivation, extrinsic motivation, incentive theory, ventromedial hypothalamus, lateral hypothalamus, emotion, catharsis, do good- feel good phenomenon, Yerkes Dodson law, General Adaptation theory, coping, biofeedback, Type A and B

**Personality** Free association, Psychoanalysis, Unconscious , Manifest content ,Latent content, Id, Ego ,Superego, Pleasure Principle, Reality Principle, Psychosexual stages, Oedipus complex, Denial, Erogenous, Oral, Anal, Phallic, Latency, Genital, Oedipus complex, Electra complex , Gender identity, Identification, Fixation, Defense mechanism, Repression, Reaction formation, Projection, Rationalization Displacement, Sublimation, Hierarchy of needs, Self-actualization , Unconditional positive regard, Self-concept, Traits , Factor-analysis, Extraversion- introversion, Emotional stability-instability, Personality inventory, Person-situation controversy , Reciprocal determinism , Positive psychology, Self, Spotlight effect , Self-esteem, Self-efficacy, Self-serving bias, Narcissism , Individualism , Collectivism

**Social:** Attribution theory, Fundamental attribution error,Attitude, Peripheral route persuasion, Central route persuasion , Foot-in-the-door phenomenon, Door-in-the-face phenomenon , Role , Cognitive dissonance , Conformity, Normative social influence , Informational social influence, obedience, Social facilitation , Social loafing , Deindividuation , Group polarization , Groupthink , Culture , Prejudice , Stereotype Discrimination , Implicit racial associations, Race influenced perceptions, Just-world phenomenon , Ingroup bias , Outgroup bias Scapegoat theory, Aggression, Frustration-aggression principle, Social scripts, Mere exposure effect, Passionate love , Companionate love, Altruism , Bystander effect , Social exchange theory, Reciprocity norm, Social responsibility norm , Conflict, Social trap, Mirror image perceptions ,

Self-fulfilling prophecy , Superordinate goals GRIT

Unit Learning Targets/Goals/Outcomes:		
Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>	CCSS
<p><b>Motivation and Emotion</b></p> <ol style="list-style-type: none"> <li>1. Explain motivation and why we experience it in different ways depending on the type of situation and our perception of it.</li> <li>2. Comprehend that biological needs are psychological requirements we must fulfill to survive, whereas social needs are learned through experience.</li> <li>3. Compare and contrast the theories of emotions and diagrams where they differ.</li> <li>4. Explain the emotional interpretation and expression is guided by different factors.</li> <li>5. Explore how personality theories provide a way of organizing the many characteristics that people have.</li> </ol> <p><b>Personality</b></p> <ol style="list-style-type: none"> <li>6. Summarize the three components of Freud’s psychoanalytic theory: the id, ego and superego.</li> <li>7. Critique how behaviorists think some aspects of personality are learned.</li> <li>8. Analyze how the positive aspects of human nature are emphasized by humanistic and cognitive theories.</li> <li>9. Distinguish how trait theorists account for the consistency of behavior in different situations.</li> <li>10. Compare and Contrast personality inventories based on the schools of thought.</li> <li>11. Evaluate personality inventories based on the concepts of reliability, validity, stability and change.</li> </ol> <p><b>Stress and Health</b></p> <ol style="list-style-type: none"> <li>12. Evaluate how stress results from our perceptions of demands placed upon us and our evaluations of situations we encounter.</li> <li>13. Recognize the beneficial and harmful reactions people have to stress.</li> <li>14. Interpret the defensive and active coping strategies that people use to deal with stress.</li> <li>15. Infer how college and work can lead to stress and what to do about it.</li> </ol>	<p><b>Motivation and Emotion</b></p> <ol style="list-style-type: none"> <li>1. Psych.9-12.SP P.4.1.1 Psych.9-12.SP P.4.1.2</li> <li>2. Psych.9-12.SP P.4.2.1 Psych.9-12.SP P.4.2.2</li> <li>3. Psych.9-12.SP P.4.3.1 Psych.9-12.SP P.4.3.2 Psych.9-12.SP P.4.3.3</li> <li>4. Psych.9-12.SP P.4.4.1 Psych.9-12.SP P.4.4.2 Psych.9-12.SP P.4.4.3 Psych.9-12.SP P.4.5.1 Psych.9-12.SP P.4.5.2</li> <li>5. Psych.9-12.SP P.2.1.4</li> </ol> <p><b>Personality</b></p> <ol style="list-style-type: none"> <li>6. Psych.9-12.SP P.2.1.1</li> <li>7. Psych.9-12.SP P.2.1.2</li> <li>8. Psych.9-12.SP P.2.1.2</li> <li>9. Psych.9-12.SP</li> </ol>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

<p><b>Social</b></p> <ol style="list-style-type: none"> <li>16. Relate how we depend on others to survive and the factors that influence our attraction to others.</li> <li>17. Appraise the ways in which we explain the behavior of ourselves and others by making judgments about them based on our perceptions of them.</li> <li>18. Explore the different types of love and relationships people experience throughout their lives.</li> <li>19. Define a group and explore how groups are unified by shared attitudes and standards.</li> <li>20. Comprehend how people in groups respond to peer pressure or figures of authority.</li> <li>21. Discriminate the conflicts between groups that result because groups influence how individuals perceive and respond to situations.</li> <li>22. Defend how our attitudes are a result of conditioning, observational learning, and cognitive evaluation.</li> <li>23. Relate how attitudes define us and how they are formed and changed.</li> <li>24. Explain how persuasion can be used to influence behavior.</li> </ol>	<ol style="list-style-type: none"> <li>P.2.1.3</li> <li>10. Psych.9-12.SP P.2.1.4</li> <li>11. Psych.9-12.SP P.2.2.1 Psych.9-12.SP P.2.2.2 Psych.9-12.SP P.2.2.3</li> <li>12. Psych.9-12.MP HP.2.1.1</li> <li>13. Psych.9-12.MP HP.2.2.3</li> <li>14. Psych.9-12.MP HP.2.2.3</li> <li>15. Psych.9-12.MP HP.2.24</li> <li><b>Social</b></li> <li>16. Psych.9-12.SP P.1.2.4</li> <li>17. Psych.9-12.SP P.1.1.1 Psych.9-12.SP P.1.1.2 Psych.9-12.SP P.1.1.3</li> <li>18. Psych.9-12.SP P.1.2.4</li> <li>19. Psych.9-12.SP P.1.2.2 Psych.9-12.1T. C</li> <li>20. Psych.9-12.SP P.1.1.2 Psych.9-12.SP P.1.1.3</li> <li>21. Psych.9-12.SP P.1.2.5</li> <li>22. Psych.9-12.SP P.1.1.3</li> <li>23. Psych.9-12.SP P.1.1.3</li> <li>24. Psych.9-12.SP P.1.1.2</li> </ol>
--	---

**Unit Resources:**

Lesson Resources	Text Resources	Technology & Online Resources
<p><b>Motivation Emotion Stress and Health</b>  Classroom notes with videos  Guided notes  Hunger Games  Make your own Bingo  Intrinsic Motivation and Achievement Scale  Ted Talks Stress activity  The Triumphant Tragedy of Motivation Article  Theories of Emotions worksheet  Learning Curve Activities</p> <p><b>Personality</b>  Classroom notes with videos  A Life on thSe Run  Assignment/Article  Cat in the Hat assignment  Defense Mechanism Activity/Practice  Grinch Humanism Activity  Myers Briggs Worksheet  Projective Personality Tests  Venn Diagram Comparison of 4 theories</p> <p><b>Social</b>  Classroom notes with videos  Attribution worksheet  Stereotype worksheet  Zimbardo discussion  questions from website</p> <p><a href="#">Reading Guides for Myers 3ed</a>  <a href="#">Folder of resources</a></p>	<p><b>Motivation Emotion Stress and Health</b>  Myers' Psychology for AP 3rd Edition Updated  Module 52: Motivational Concepts  Module 53: Hunger Motivation  Module 54: Sexual Motivation  Module 55: Affiliation and Achievement  Module 56: Theories and Physiology of Emotion  Module 57: Expressing Emotion  Module 58: Stress and Illness  Module 59: Health and Happiness  Activity: Learning Curve with the above units</p> <p><b>Personality</b>  Myers' Psychology for AP 3rd Edition Updated  Module 60: Psychoanalytic Theories  Module 61: Humanistic Theories  Module 62: Trait Theories  Module 63: Social Cognitive Theories  Module 63: Exploring the Self  Activity: Learning Curve with the above units</p> <p><b>Social</b>  Myers' AP for Psychology 3rd Edition Updated  Module 74: Attributions, Attitudes and Actions  Module 75: Conformity and Obedience  Module 76: Group Behavior  Module 77: Prejudice and Discrimination  Module 78: Aggression  Module 79: Attraction</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Big Five Personality Test</a></li> <li>• <a href="#">Zimbardo Prison Experiment</a></li> <li>• <a href="#">Shared emotion article</a></li> <li>• <a href="#">The Science of Emotion</a></li> </ul>

	<p>Module 80: Altruism, Conflict and Peacemaking Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p>	
--	--	--

**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [ELL](#)
- [Gifted and Talented](#)

**Assessments:**

Formative	Summative
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Warm Up activities</li> <li>• Textbook readings and Learning Curve</li> <li>• Whole-class discussion during content lectures</li> <li>• Note taking</li> <li>• EdPuzzles</li> <li>• Critical analysis of primary and secondary sources with guided questions</li> <li>• Graphic organizers</li> <li>• FRQ;s</li> <li>• Actively Learn Articles</li> <li>• Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> <li>• Cumulative Vocabulary Quizzes</li> <li>• Unit Test - Major Assessment</li> <li>• Authentic Assessment - Major Assessment</li> </ul>

**Interdisciplinary Connections**

English Language Arts

- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

#### Mathematics

- MP.2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works

- 1.5.12.prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

Career Readiness

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)



# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## Course Title AP Psychology Unit # 4

### Unit Title: Clinical Psychology and Test Prep

**Updated:** August 2023

#### Unit Overview:

This unit explores the clinical aspect of Psychology. Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective. Each perspective attempts to explain the origin of a disorder and/or determine the best method for treatment. These explanations and treatments build on the history, theories, and perspectives introduced in the rest of the course. Students will learn about the different disorders and how different psychologists would explain the etiology and prescribe a treatment plan, depending on the historical and modern perspective.

The second half of this unit focuses on preparing for the College Board AP exam. This exam is somewhere in the first two full weeks in May. Students will practice test taking skills on the multiple choice as well as the Free Response Questions. After the exam, students will be working on creative or research projects within the field of Psychology.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"><li>1. What are psychological disorders?</li><li>2. What various types of psychological disorders have psychologists developed?</li><li>3. What do psychological disorders look like around the globe and how are they different depending on society?</li><li>4. How have psychological disorders changed over recent history?</li><li>5. What is psychotherapy?</li><li>6. Why do psychologists use psychoanalysis and humanistic therapy?</li></ol>	<ol style="list-style-type: none"><li>1. Psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li><li>2. The major psychological disorders include Neurodevelopmental disorders, Schizophrenia Spectrum Disorders, Bipolar and related disorders, Depressive Disorders, Anxiety Disorders, Obsessive-Compulsive Disorders, Trauma and Stress Related Disorders,</li></ol>

<p>7. Why do psychologists use cognitive and behavior therapies?</p> <p>8. What biological approaches to treatment are available?</p>	<p>Dissociative Disorders, Somatic Symptom Disorders and others as categorized by the DSM 5r.</p> <p>3. Disorders are different depending on the culture of the society and what might be considered abnormal in one culture will not be in another.</p> <p>4. APA has changed what is considered a disorder as it has changed with the times with the deletion of Homosexuality in the DSM and the entrance of Internet addiction</p> <p>5. Psychotherapy is a general term for the several approaches used by mental health professionals to treat psychological disorders.</p> <p>6. Psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Sigmund Freud; humanistic therapy helps people reach their full potential.</p> <p>7. Cognitive and behavior therapies help clients develop new ways of thinking and behaving.</p> <p>8. Biological approaches to treatment rely on methods such as medications, electric shock, and surgery to help clients.</p>
---	---

**Vocabulary (Key Terms) - Tier 2 and 3**

**Tier 2:** ambiguous, analogy, anger, bias, cite, concurrent, conformity, consent, criteria, environment, explicit, group, happiness, hierarchy, hypothesis, implicit, individual, manipulative, norm, random, sadness, significant, stable, stratified, stress

**Tier 3:** attention deficit/hyperactivity disorder (ADHD), medical model, DSM-5, generalized anxiety disorder, panic disorder, phobia social anxiety disorder, agoraphobia, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD)

major depressive disorder, mania, bipolar disorder, schizophrenia, psychosis, delusions, hallucination, somatic symptom disorder

conversion disorder, illness anxiety disorder, dissociative disorders, dissociative identity disorder (DID), anorexia nervosa, bulimia nervosa

binge-eating disorder, personality disorders, antisocial personality disorder, psychotherapy, biomedical therapy, eclectic approach, psychoanalysis, resistance, interpretation, transference, psychodynamic therapy, insight therapies, client-centered therapy, active listening unconditional positive regard, behavior therapy, counterconditioning, exposure therapies, systematic desensitization, virtual reality exposure therapy aversive conditioning

19. token economy, cognitive therapy, rational-emotive behavior therapy, cognitive-behavioral therapy (CBT) group therapy, family therapy, psychopharmacology, antipsychotic drugs, antianxiety

drugs, antidepressant drugs, electroconvulsive therapy (ECT) psychosurgery, lobotomy

### Unit Learning Targets/Goals/Outcomes:

Learning Target	<a href="#">APA National Standards for High School Psychology Curricula 2022</a>	CCSS
<ol style="list-style-type: none"> <li>1. Appraise how psychologists draw the line between normal and abnormal behavior by looking at deviance, adjustment, and psychological health.</li> <li>2. Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety.</li> <li>3. Describe how dealing with anxiety and stress can bring about somatoform and dissociative disorders in some people.</li> <li>4. Illustrate how schizophrenia involves confused and disorganized thoughts, and mood disorders involve disturbances in the experience and expressions of depression</li> <li>5. Predict how personality disorders and drug addiction prohibit normal relationships and normal functioning.</li> <li>6. Categorize psychotherapy and how it is the general term for several approaches used to treat psychological disorders.</li> <li>7. Discover how psychoanalysis is an analysis of the conscious and unconscious mind based on the theories of Freud.</li> <li>8. Evaluate how cognitive and behavior therapies help clients develop new ways of thinking and behaving.</li> <li>9. Generalize how biological approaches to treatment rely on methods such as medication, electric shock therapy and surgery to help clients.</li> </ol>	<p>Clinical</p> <ol style="list-style-type: none"> <li>1. Psych.9-12.MP HP.1.1.1 Psych.9-12.MP HP.1.1.2</li> <li>2. Psych.9-12.MP HP.1.1.4 Psych.9-12.MP HP.1.1.5</li> <li>3. Psych.9-12.MP HP.1.1.3 Psych.9-12.MP HP.1.1.4 Psych.9-12.MP HP.1.2.2</li> <li>4. Psych.9-12.MP HP.1.2.3</li> <li>5. Psych.9-12.MP HP.1.1.5</li> <li>6. Psych.9-12.MP HP.3.1.1 Psych.9-12.MP HP.3.1.2</li> <li>7. Psych.9-12.MP HP.3.1.3</li> <li>8. Psych.9-12.MP HP.3.2.1</li> <li>9. Psych.9-12.MP HP.3.1.3 Psych.9-12.MP HP.3.2.2 Psych.9-12.MP HP.3.2.3</li> </ol>	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Literacy in History Standards</a></li> <li>• <a href="#">Writing in History Standards</a></li> </ul>

Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<p><b>Clinical</b> Classroom notes with videos Guided notes Reading Guides Bellevue Inside and Out Documentary Case Studies</p> <p><a href="#">Reading Guides for Myers 3rd ed</a></p> <p><a href="#">Folder of resources</a></p> <p><b>Test Prep</b> Games Puzzles Review Test questions Practice Tests</p> <p><a href="#">Folder of Resources</a></p> <p><b>After AP Exam</b></p> <p><a href="#">Folder of Resources</a></p>	<p><b>Clinical</b> Myers' Psychology for AP 3rd Edition Updated Module 65 Introduction to Psychological Disorders Module 66 Anxiety, OCD and PTSD Module 67 Depressive Disorders, Bipolar, Suicide and Self Injury Module 68 Schizophrenia Module 69 Other Disorders Module 70 Intro to Treatment, Psychodynamic and Humanistic Therapy Module 71 Behavior, Cognitive and Group Therapy Module Biomedical and Preventing Therapy Activity: Learning Curve with the above units</p> <p>40 Famous Experiments</p> <p><a href="#">Reading quizzes</a></p> <p><b>Test Prep</b> Barron's AP Test Prep</p>	<ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association lesson plans</a></li> <li>• <a href="#">Society for the teaching of Psychology</a></li> <li>• <a href="#">College Board - Psychology</a></li> <li>• <a href="#">Teacher of Psychology in Secondary Schools</a></li> <li>• <a href="#">Free Test Prep</a></li> </ul>
<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Special Education</a></li> <li>• <a href="#">504 Students</a></li> <li>• <a href="#">At Risk Students</a></li> <li>• <a href="#">ELL</a></li> <li>• <a href="#">Gifted and Talented</a></li> </ul>		

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Module Vocabulary Quizzes</li> </ul>

<ul style="list-style-type: none"> <li>● Warm Up activities</li> <li>● Textbook readings and Learning Curve</li> <li>● Whole-class discussion during content lectures</li> <li>● Note taking</li> <li>● EdPuzzles</li> <li>● Critical analysis of primary and secondary sources with guided questions</li> <li>● Graphic organizers</li> <li>● FRQ;s</li> <li>● Actively Learn Articles</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Cumulative Vocabulary Quizzes</li> <li>● Unit Test - Major Assessment</li> <li>● Authentic Assessment - Major Assessment</li> </ul>
--	--

Interdisciplinary Connections	
<p>English Language Arts</p> <ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> <li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</li> <li>● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text</li> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</li> <li>● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</li> <li>● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</li> <li>● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</li> <li>● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation</li> <li>● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</li> <li>● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>● MP.2 Reason abstractly and quantitatively</li> </ul>	

- MP.3 Construct viable arguments and critique the reasoning of others
- MP.6 Attend to precision

#### Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

#### Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a. Describe how knowledge of culture, traditions, and history may influence personal responses to art

#### Technology and 21st Century Themes & Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

#### Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

#### NJSLS Reading and Writing Standards

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- RST.11-12.2: Determine the central ideas, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanation in the text
- RST.11-12.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas

- RST.11-12.8: Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging other conclusions with other sources of information.
- WHST.11-12.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience
- WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- WHST.11-12.9: Draw evidence from informational texts to support, analyze reflection and research

Career Readiness

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)