

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

***Moorestown High School
Social Studies Department***

**AP Psychology
Grade 12**

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Course Description and Fundamental Concepts

- 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. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.

TABLE 2

APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for Introductory Psychology

In an introductory psychology course, students are expected to:

PSYCHOLOGY CONTENT: IDENTIFY BASIC CONCEPTS AND RESEARCH FINDINGS

- 1.1. Define and explain basic psychological concepts.
- 1.2. Interpret research findings related to psychological concepts.
- 1.3. Apply psychological principles to personal growth and other aspects of everyday life.

SCIENTIFIC THINKING: SOLVE PROBLEMS USING PSYCHOLOGICAL METHODS

- 2.1. Describe the advantages and limitations of research strategies.
- 2.2. Evaluate, design, or conduct psychological research.
- 2.3. Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
- 2.4. Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.

KEY THEMES: PROVIDE EXAMPLES OF PSYCHOLOGY'S INTEGRATIVE THEMES

- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychology explains general principles that govern behavior while recognizing individual differences.
- C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- F. Applying psychological principles can change our lives, organizations, and communities in positive ways.
- G. Ethical principles guide psychology research and practice.

Source: APA (2021)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Next Generation Science Standards

Unit Addressed	Standard #	Standard Description
U#1-9	MS-LS1-3	Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
U#1-9	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
U#1-9	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
U#1-9	HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
U#1-9	HS-LS3-1	Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.
U#1-9	HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
U#1-9	HS-LS3-3	Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
U#1-9	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
U#1-9	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

English Language Arts Companion Standards

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
U#1-9	RH.11-12.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
U#1-9	RH.11-12.2.	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
U#1-9	RH.11-12.3.	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
U#1-9	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
U#1-9	RH.11-12.5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
U#1	RH.11-12.6.	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
U#1-9	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
U#1-9	RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
U#1-9	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
U#1-9	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Post Exam-Paper and Student led discussion	WHST.11-12.1.	Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

		<p>Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> • Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding paragraph or section that supports the argument presented.
U#1-9	WHST.11-12.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding paragraph or section that supports the argument presented.
U#1-9 (FRQs)	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
U#1-9	WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
U#1-9	WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Post Exam- Project and Student led discussion	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Post Exam- Project and Student led discussion	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
U#1-9	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
U#1-9 (FRQs)	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12			
Unit Addressed		Core Idea	Standard / Description
Unit 1		There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>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.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>

Unit 1		<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
Unit 1		<p>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p>	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Units 1-9	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
Units 1-9	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Units 1-9	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Units 1-9	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

Post Exam Project	Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
Post Exam Project	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
Units 1-9	Information and Media Literacy: Media have embedded values and points of view.	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Unit 8	NJSLS-CHPE	Comprehensive Health and Physical Education standards: <ul style="list-style-type: none"> • Standard 2.1 Personal and Mental Health • Standard 2.2 Physical Wellness • Standard 2.3 Safety
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Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
Units 1, 3-9	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
Units 1, 3-9	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
Units 1, 3-9	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards</p>
Units 1, 3-9	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
Units 1, 3-9	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic- (3 Units Each Marking Period)	Month (w/Approx number of Teaching Days)
1: Scientific Foundations of Psychology	September (~15 days)
2: Biological Bases of Behavior	October (~15 days)
3: Sensation & Perception 4: Learning/Behaviorism	November (~15 days)
5: Cognitive Psychology	December (~15 days)
6: Developmental Psychology (-----Midterm Exam-----)	January (~15 days)
7: Motivation, Emotion & Personality	February (~15 days)
8: Clinical Psychology	March (~15 days)
9: Social Psychology	April (~15 days)
10:AP Exam Review & Preparation (-----MHS Final Exam given at this time as a simulated ap exam to all students-----)	May (~15 days)
Bonus Unit: <u>Post AP Exam Advocacy Project</u>- Intersection of Public Health Policy & Psychology	June (~15 days)

- Main source for standards and curriculum is [AP Psychology Course and Exam Description \(CED\)](#) updated in Fall 2020 by the College Board.

Unit 1: Scientific Foundations of Psychology

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

HS-LS4-3-Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4-Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

RH.11-12.3.

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

1- The nature of psychological science

2- Research methods and measurements used to study behavior and mental processes

3- Ethical issues in research with human and non- human animals

4- Basic concepts of data analysis

Fundamental Concepts / Big Ideas

Psychology is the scientific study of behavior and mental processes. This course examines the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted. As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes. Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes. To ensure that their results are valid and reliable, psychologists' research must adhere to strict ethical and procedural guidelines. Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today

- **ESSENTIAL QUESTIONS** § How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research? How do the major historical figures in psychology contribute to the field of behavioral science?

Learning Objectives

Students will be able to...

- 1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.

- 1.B Identify the research contributions of major historical figures in psychology (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 1.C Describe and compare different theoretical approaches in explaining behavior.
- 1.D Recognize the strengths and limitations of applying theories to explain behavior.
- 1.E Distinguish the different domains of psychology
- 1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.
- 1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.
- 1.H Identify independent, dependent, confounding, and control variables in experimental designs.
- 1.I Describe how research design drives the reasonable conclusions that can be drawn.
- 1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- 1.K Predict the validity of behavioral explanations based on the quality of research design.
- 1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
- 1.M Distinguish the purposes of descriptive statistics and inferential statistics.
- 1.N Identify how ethical issues inform and constrain research practices.
- 1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.(AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)

Unit 2: Biological Bases of Behavior

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS3-1: Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

1-Structure and function of the nervous system and endocrine system in human and non-human animals

2-The interaction between biological factors and experiences

3-The different states and levels of consciousness; characteristics and functions of sleep and theories that explain why we sleep and dream; and categories of psychoactive drugs and their effects

Fundamental Concepts / Big Ideas

The structures of human biological systems and their functions influence our behavior and mental processes. Some psychologists study behaviors and mental processes from a biological perspective. This includes an examination of the influence that the interaction between human biology and our environment has on behavior and mental processes. This is a recurring topic throughout the course that will be used to explain many psychological phenomena. The biological perspective also provides insight into the causes of and treatments for psychological disorders. There is a complex interaction between a person's biology and their behavior and mental processes. Heredity and environment play a role, as do variations in a person's consciousness.

- ESSENTIAL QUESTIONS § How can biology influence our behavior and mental processes? § What happens when a particular neurotransmitter is absent from the body? § How do biological and environmental factors interact to influence our behaviors and mental processes?

Learning Objectives

Students will be able to...

- 2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- 2.B Identify key research contributions of scientists in the area of heredity and environment.
- 2.C Predict how traits and behavior can be selected for their adaptive value.
- 2.D Discuss the effect of the endocrine system on behavior.
- 2.E Describe the nervous system and its subdivisions and functions.
- 2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.
- 2.G Identify the basic process of transmission of a signal between neurons.
- 2.H Discuss the influence of drugs on neurotransmitters
- 2.I Describe the nervous system and its subdivisions and functions in the brain.
- 2.J Identify the contributions of key researchers to the study of the brain.
- 2.K Recount historic and contemporary research strategies and technologies that support research.
- 2.L Identify the contributions of key researchers to the development of tools for examining the brain.

- 2.M Discuss the role of neuroplasticity in traumatic brain injury.
- 2.N Identify the contributions of key researchers to the study of neuroplasticity.
- 2.O Describe various states of consciousness and their impact on behavior.
- 2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- 2.Q Discuss drug dependence, addiction, tolerance, and withdrawal.
- 2.R Identify the contributions of major figures in consciousness research.
- 2.S Discuss aspects of sleep and dreaming.

Unit 3- Sensation & Perception

Learning Goals: What do I want my students to learn?

Standards

[NJSLs -](#)

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS3-1: Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. The functions of sensory systems
2. The capabilities and limitations of sensory processes
3. The process of perception
4. The interaction between the person and the environment in determining perception

Fundamental Concepts / Big Ideas

Psychologists study sensation and perception to explain how and why externally gathered sensations and perceptions impact behaviors and mental processes. Using input from several anatomical structures, the sensations we perceive process and interpret information about the environment around us and our place within it. This results in perceptions that influence how we think and behave. In this way, sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.

- **ESSENTIAL QUESTIONS** § How do we process the information we receive from our environments? § How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

Learning Objectives

Students will be able to...

- 3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
- 3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- 3.C Identify the research contributions of major historical figures in sensation and perception.
- 3.D Discuss how experience and culture can influence perceptual processes. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 3.E Discuss the role of attention in behavior.
- 3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.G Explain common sensory conditions.
- 3.H Explain the role of top-down processing in producing vulnerability to illusion.

- 3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.J Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.K Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.

Unit 4: Learning / Behaviorism

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

RH.11-12.2.

Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational learning, social learning theory, and mental processes in learning

Fundamental Concepts / Big Ideas

Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes. Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit. Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced. Other learning psychologists study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

- ESSENTIAL QUESTIONS § How do we learn? § How do our experiences influence our behaviors and mental processes

Learning Objectives

Students will be able to...

- 4.A Identify the contributions of key researchers in the psychology of learning.
- 4.B Interpret graphs that exhibit the results of learning experiments.
- 4.C Describe the essential characteristics of insight learning, latent learning, and social learning.
- 4.D Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- 4.E Provide examples of how biological constraints create learning predispositions.
- 4.F Describe basic classical conditioning phenomena.
- 4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- 4.H Predict the effects of operant conditioning.
- 4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- 4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

Unit 5: Cognitive Psychology

Learning Goals: What do I want my students to learn?

Standards

[NJSLS -](#)

[MS-LS1-8](#)

Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Fundamental processes of thinking and problem solving
2. Effective thinking processes
3. Processes of memory and factors influencing memory
4. Perspectives on intelligence, assessment of intelligence and issues in intelligence
5. Structural features and development of language; language and the brain

Fundamental Concepts / Big Ideas

Cognitive psychologists focus their research on the complex nature of the brain, particularly the areas of memory processes and intelligence and the influence of mental processes on behavior. Understanding how this information is gathered and processed gives insight into how we make sense of and perceive the world. Some cognitive psychologists attempt to answer how and why cognitive processes fail despite (or because of) the complexity of our biological structures. Teachers can offer students opportunities to provide their own explanations for these phenomena. Other psychologists study intelligence and the reasons for individual differences. This cognitive perspective offers one way to understand how our thinking impacts our behavior, which can in turn provide insight into psychological disorders and their treatment.

- ESSENTIAL QUESTIONS § What roles do memory and thinking play in our behaviors? § What is intelligence and how can we study it to understand it?

Learning Objectives

Students will be able to...

- 5.A Compare and contrast various cognitive processes.
- 5.B Describe and differentiate psychological and physiological systems of memory
- 5.C Identify the contributions of key researchers in cognitive psychology
- 5.D Outline the principles that underlie construction and encoding of memories.
- 5.D Outline the principles that underlie effective storage of memories.
- 5.F Describe strategies for retrieving memories.
- 5.G Describe strategies for memory improvement and typical memory errors.
- 5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.
- 5.I Identify problem-solving strategies as well as factors that influence their effectiveness.
- 5.J List the characteristics of creative thought and creative thinkers.

- 5. K Identify problem-solving strategies as well as factors that create bias and errors in thinking.
- 5.L Define intelligence and list characteristics of how psychologists measure intelligence.
- 5.M Discuss how culture influences the definition of intelligence.
- 5.N Compare and contrast historic and contemporary theories of intelligence. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 5.O Identify the contributions and ethics of key researchers in intelligence research and testing.
- 5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- 5.Q Interpret the meaning of scores in terms of the normal curve.
- 5.R Describe relevant labels related to intelligence testing.
- 5.S Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- 5.T Debate the appropriate testing practices, particularly in relation to culture-fair test uses. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)

Unit 6: Developmental Psychology

Learning Goals: What do I want my students to learn?

Standards

[NJSLS -](#)

[MS-LS1-5](#)

Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Methods and issues in lifespan development
2. Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)
3. Psychological constructs of gender and sexual orientation

Fundamental Concepts / Big Ideas

Developmental psychology encompasses the study of the behavior of organisms from conception to death. In this unit, students will learn to examine the processes that contribute to behavioral change throughout a person's life. The major areas of emphasis in the course include prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood. Developmental psychologists seek to understand how changes in our biology and social situations over a lifespan influence our behaviors and mental processes. Development can be studied from several different perspectives, including biological or cognitive perspectives. Developmental psychologists may focus on one or more developmental periods or the entire course of a lifespan, using cross-sectional and longitudinal research methods.

- Essential Question-How do we perceive and understand ourselves throughout our lifespan?

Learning Objectives

Students will be able to...

- 6.A Explain the process of conception and gestation, including factors that influence successful prenatal development.
- 6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
- 6.C Discuss maturation of motor skills.
- 6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- 6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
- 6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
- 6.G Explain howUpdated Textbook Module- Gender- Noba 2020 MUCH more detailed explanation than our Myers 2nd Edition textbook (LGBTQ)parenting styles influence development.

- 6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).
- 6.I Identify the contributions of major researchers in the area of cognitive development in childhood.
- 6.J Discuss maturational challenges in adolescence, including related family conflicts.
- 6.K Characterize the development of decisions related to intimacy as people mature.
- 6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.
- 6.M Identify the contributions of key researchers in the area of adulthood and aging.
- 6.N Identify the contributions of major researchers in the area of moral development.
- 6.O Compare and contrast models of moral development.
- 6.P Compare and contrast sex, gender identity, and sexual orientation
- 6.Q Describe diversity of gender identity and sexual orientation

Unit 7: Motivation, Emotion & Personality

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

RH.11-12.3.

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Empirical approaches to studying and understanding personality
2. Assessment of personality
3. Influences of motivation and domains of motivated behavior in humans
3. Perspectives on emotion; emotional interpretation and expression (interpersonal and intrapersonal)
5. Domains of emotional behavior

Fundamental Concepts / Big Ideas

Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

- ESSENTIAL QUESTIONS § What motivates us to think and act the way we do? § Why do some people respond to stress in a healthier way than others? § Why don't psychologists agree?

Learning Objectives

Students will be able to...

- 7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.
- 7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.
- 7.C Describe classic research findings in specific motivations.
- 7.D Identify contributions of key researchers in the psychological field of motivation and emotion.
- 7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- 7.F Compare and contrast major theories of emotion.
- 7.G Describe how cultural influences shape emotional expression, including variations in body language. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.
- 7.I Describe and compare research methods that psychologists use to investigate personality.

- 7.J Identify the contributions of major researchers in personality theory.
- 7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality.
- 7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
- 7.M Compare and contrast humanistic theories of personality with other theories of personality
- 7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 7.O Compare and contrast trait theories of personality with other theories of personality.
- 7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

Unit 8: Clinical Psychology

Learning Goals: What do I want my students to learn?

Standards

[NJSLS -](#)

[RH.11-12.7.](#)

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

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Perspectives of abnormal behavior
2. Categories of psychological disorders
3. Psychological science promotes mental and physical health and wellness
4. Types of treatment
5. Legal, ethical, and professional issues in the treatment of psychological disorders

Fundamental Concepts / Big Ideas

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 first two units as well as on cognitive psychology in particular. Through observing behavior and engaging in discussion that illuminates a client's thought process, psychologists gather information and draw conclusions. For some psychologists, a single perspective cannot fully explain a disorder. This leads them to more integrated perspectives to understand and treat psychological disorders.

- ESSENTIAL QUESTIONS § Why is psychological perspective necessary in the treatment of disorders?
§ How are psychological disorders treated?

Learning Objectives

Students will be able to...

- 8.A Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments
- 8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.
- 8.C Discuss the intersection between psychology and the legal system.
- 8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.

- 8.E Identify the positive and negative consequences of diagnostic labels.
- 8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.
- 8.G Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
- 8.H Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor related disorders and their corresponding symptoms.
- 8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
- 8.J Describe the central characteristics of psychotherapeutic intervention.
- 8.K Identify the contributions of major figures in psychological treatment.
- 8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning
- 8.M Summarize effectiveness of specific treatments used to address specific problems.
- 8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- 8.O Describe prevention strategies that build resilience and promote competence.
- 8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
- 8.Q Compare and contrast different treatment methods.

Unit 9: Social Psychology

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

HS-LS2-8

Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

[College Board- AP Psychology National Standards:](#)

After concluding this unit, students understand:

1. Social cognition
2. Social influence

Fundamental Concepts / Big Ideas

Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us. Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

- ESSENTIAL QUESTIONS § How does the bias of a researcher affect their conclusions?

Note: this subdiscipline of psychology grew after World War Two, as American psychologists sought to understand why people followed Hitler's plans. These concepts can be applied throughout most lessons in this unit (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)

Learning Objectives

Students will be able to...

- 9.A Apply attribution theory to explain motives.
- 9.B Articulate the impact of social and cultural categories on self-concept and relations with others. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 9.C Anticipate the impact of self-fulfilling prophecy on behavior.
- 9.D Identify important figures and research in the areas of attitude formation and change.
- 9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
- 9.G Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- 9.H Describe the structure and function of different kinds of group behavior.
- 9.I Predict the impact of the presence of others on individual behavior.
- 9.J Describe processes that contribute to differential treatment of group members. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)

- 9.K Describe the variables that contribute to altruism and aggression. (AAPI, Amistad, LGBTQ/Disabilities, DEI, Holocaust)
- 9.L Describe the variables that contribute to attraction.

Please contact the content supervisor for any questions.