COURSE TITLE

AP Psychology

LENGTH

Full Year
Grade 12

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

Revision Date: 8/24/2020
Initial BOE Approval Date (Born on): 6/15/2015

AP Psychology

I.   Introduction/Overview/Philosophy

Psychology is regarded as the scientific study of behavior and mental processes. However, psychology is really much more and includes many aspects of everyday life. Individuals should be knowledgeable and informed of the basic principles of psychology in order to better understand their own thoughts, reactions, and emotions.

The primary purpose of the AP Psychology course is to provide an in-depth study of human behavior and mental processes through the mastery of various psychological principles at the college level. The units of study will include: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior, and Social Psychology.

Through the use of the Internet, field trips, oral reports, critical thinking activities, and in- class experiments, students will become prepared to take the AP Psychology course.

This course meets all of the Board of Education requirements, the APA National Standards for High School Psychology, the New Jersey Student Learning Standards and LGBTQ+, Holocaust and Amistad mandates.

II.   Objectives

Course Outline:

This outline was developed in accordance with the AP Psychology Course Guidelines offered through the College Board.

I. History and Approaches:

1. Identify the importance of philosophical perspectives in shaping the development of the field.
2. Describe and compare different theoretical approaches in explaining behavior:
     a.   Early: structuralism, functionalism, behaviorism
     b.   Later: Gestalt, psychoanalytic/psychodynamic, humanism
     c.   Current: evolutionary, biological, cognitive
3. Identify the strengths and weaknesses of the discipline.
4. Describe the range of psychological study:
     a.   biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social.
5. Identify the major historical figures in psychology.

II. Research Methods:
1. Compare and contrast different types of research designs regarding purpose, strengths, and weaknesses.
2. Explain the types of conclusions that can be drawn from different research designs.
3. Define independent, dependent, confounding, and control variables in experimental designs.
4. Distinguish between random assignment of participants to conditions in experiments and random selection of participants.

5. Predict the validity of behavioral explanations based on the quality of research design.
6. Compare and contrast the uses of descriptive statistics and inferential statistics.
7. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
8. Describe how ethical issues inform and constrain research practices.
9. Grasp how ethical and legal guidelines protect research participants and promote sound ethical practice.

III. Biological Bases of Behavior:
1. Identify parts of the neuron and the process of transmission of a signal between neurons.
2. Describe the influence of different medications/drugs on neurotransmitters.
3. Explain the effect of the endocrine system on behavior.
4. Describe the nervous system and its subdivisions and functions:
5. Discuss psychology's view of the nature vs. nurture debate.
6. Predict how traits and behavior can be selected for their adaptive value.
7. Identify key contributors to biological and brain research.

IV. Sensation and Perception:
1. Discuss basic principles of sensory transduction.
2. Describe sensory processes and specialized pathways in the brain for each of the senses.
3. Describe common sensory disorders.
4. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
5. Discuss how experience and culture can influence perceptual processes from one individual to the next.
6. Explain the role of top-down processing in producing vulnerability to illusion.
7. Discuss the role of attention in behavior.
8. Identify the major historical figures in sensation and perception.

V. States of Consciousness:

1. Describe various states of consciousness and their impact on behavior.
2. Discuss aspects of sleep and dreaming:
    a. stages and characteristics of the sleep cycle;
    b. theories of sleep and dreaming;
    c. symptoms and treatments of sleep disorders.
3. Describe historic and contemporary uses of hypnosis.
4. Explain hypnotic phenomena.
5. Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
6. Discuss the psychological principles related to drug dependence, addiction, tolerance, and withdrawal.
7. Identify the major figures in consciousness research.

VI. Learning:

1. Compare and contrast classical conditioning, operant conditioning, and observational learning.
2. Describe the basic components in classical conditioning.
3. Predict the effects of operant conditioning on human behavior.
4. Predict how practice, schedules of reinforcement, and motivation will influence learning.
5. Interpret graphs that exhibit the results of learning experiments.
6. Provide examples of how biological constraints create learning predispositions.

7. Describe insight learning, latent learning, and social learning.
8. Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
9. Suggest how behavior modification can be used to address behavioral problems.
10. Identify key contributors in the psychology of learning.

VII. Cognition:

1. Compare and contrast various cognitive processes:
    a. effortful versus automatic processing;
    b. deep versus shallow processing;
    c. focused versus divided attention.
2. Describe and differentiate psychological and physiological systems of memory.
3. Describe the processes of encoding, storage, and construction of memories.
4. Describe strategies for memory improvement.
5. Explain various problem-solving strategies.
6. List the characteristics of creative thought and creative thinkers.
7. Identify key contributors in cognitive psychology.

VIII. Motivation and Emotion:

1. Identify and apply basic motivational concepts to understand the behavior of humans.
2. Discuss the biological bases of motivation.
3. Compare and contrast motivational theories including the strengths and weaknesses.
4. Describe classic research findings in specific motivation systems.
5. Discuss the effects of stress on psychological and physical well-being.
6. Compare and contrast major theories of emotion.
7. Describe how cultural influences shape emotional expression.
8. Identify key contributors in the psychology of motivation and emotion.

IX. Developmental Psychology:

1. Discuss the interaction of nature and nurture in determining behavior.
2. Explain the process of conception and gestation, including factors that influence successful fetal development.
3. Discuss maturation of motor skills throughout childhood.
4. Describe the influence of temperament and other social factors on attachment and appropriate socialization.
5. Explain the maturation of cognitive abilities according to various theories.
6. Compare and contrast models of moral development.
7. Discuss maturational challenges in adolescence including related family conflicts.
8. Characterize the development of decisions related to intimacy as people mature.
9. Predict the physical and cognitive changes that emerge as people age.
10. Describe how sex and gender influence socialization and other aspects of development.
11. Identify key contributors in developmental psychology.

X. Personality:

1. Compare and contrast the major theories and approaches to explaining personality:
    a. Psychoanalytic

   b. Humanist
   c. Cognitive
   d. Trait
   e. Social learning
   f. Behavioral

2. Describe and compare research methods used to investigate personality.
3. Describe frequently used assessment strategies and evaluate relative test quality.
4. Speculate how cultural context can facilitate or constrain personality development.
5. Identify key contributors to personality theory.

XI. Testing and Individual Differences:

1. Define intelligence and list characteristics of how psychologists measure intelligence:
   a. abstract versus verbal measures;
   b. speed of processing.
2. Explain how culture influences the definition of intelligence.
3. Compare and contrast historic and contemporary theories of intelligence.
4. Explain how psychologists design tests to establish reliability and validity.
5. Interpret the meaning of scores in terms of the normal curve.
6. Describe relevant labels related to intelligence testing.
7. Analyze appropriate testing practices, particularly in relation to culture-fair test uses.
8. Identify key contributors in intelligence research and testing.

XII. Abnormal Behavior:

1. Describe contemporary and historical conceptions of psychological disorders.
2. Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the primary reference for making diagnostic judgments.
3. Discuss the major diagnostic categories, including:
   a. anxiety and somatoform disorders
   b. mood disorders
   c. schizophrenia
   d. organic disturbance
   e. personality disorders
   f. dissociative disorders
4. Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
5. Explain the positive and negative consequences of diagnostic labels.
6. Discuss the ethics associated with the helping professions.

XIII. Treatment of Abnormal Behavior:

1. Describe the central characteristics of psychotherapeutic intervention.
2. Describe major treatment orientations used in therapy.
3. Compare and contrast different therapeutic treatment formats.
4. Summarize effectiveness of specific treatments used to address specific problems.
5. Discuss how cultural and ethnic context influence choice and success of treatment.
6. Describe prevention strategies that build resilience and promote competence.
7. Identify major figures in psychological treatment.

XIV. Social Psychology:

1. Apply attribution theory to explain motives.
2. Describe the structure and function of different kinds of group behavior.
3. Explain how individuals respond to expectations of others.
4. Discuss attitudes and how they change.
5. Predict the impact of the presence of others on individual behavior.
6. Describe processes that contribute to differential treatment of group members.
7. Articulate the impact of social and cultural categories on self-concept and relations with others.
8. Anticipate the impact of behavior on a self-fulfilling prophecy.
9. Describe the important variables that contribute to altruism, aggression, and attraction.
10. Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
11. Identify important figures in social psychology.

Student Outcomes:

After successfully completing this course, the student will:
- Develop familiarity with the language of psychology.
- Develop an understanding of psychology and how it relates to individuals and small groups.
- Trace the origins of psychology from ancient to modern day systems.
- Demonstrate the use of the experimental method and the use of interviews, tests, surveys, and case studies.
- Understand the various schools of thought on the development of personalities.
- Explain psychological disorders, their causes, and various models of treatment.
- Understand the forces that have affected our lives and how we can learn to help ourselves lead a fuller and richer life.
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

New Jersey Student Learning Standards
CAREER READY PRACTICES
CRP1   Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each

step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or *tutorial*.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Literacy

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

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

RH.11-12.2. 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.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
  A. 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.
  B. 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.
  C. 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.
  D. 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.
  E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. 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.
  B. 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.

    C. 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.
    D. 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.
    E. Provide a concluding paragraph or section that supports the argument presented.

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 trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

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.

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.

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

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

III.   Proficiency Levels

This AP course is designed for twelfth-grade students who have achieved *A- or better average* in the following courses and or a teacher recommendation:
- Biology
- Algebra 2
- US History II

IV.   Methods of Assessment

Student Assessment
- Research projects - individual written research.
- Oral presentations from research, homework, and class work.
- Group presentations from cooperative learning and research activities
- Participation in class discussions and activities.
- Tests and quizzes.
- Homework as by Board of Education policy.

- Benchmark Assessments

Curriculum/Teacher Assessment
Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V.   Grouping
Students are heterogeneously grouped.

VI.   Articulation/Scope & Sequence/Time Frame
 AP Psychology is a full-year course for students in grade twelve. It requires no background in the study of psychology.

VII.   Resources
Texts/Supplemental Reading/References

- Psychology in Action (Karen Huffman), John Wiley & Sons, Inc. (2012)
- Fenton, Nancy and Flitter, Jessica. AP Psychology All-Access. (2012).
- Diagnostic and Statistical Manual of Mental Disorders: DSM-5. 5th ed., American Psychiatric Association, 2013
- New Jersey Amistad Commission Resources- NJ Department of Education www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/
- "Brain Games Pay Attention" DVD
- "What are Dreams" DVD
- *Other Resources for speakers and materials may include*
  - Mental Health Disorders http://www.mentalhealth.com/
  - Student Assistance Coordinator- Rutherford High School
  - County Hospital, 230 E. Ridgewood Ave. Paramus, NJ 07652   #201-967-4000
  - Alternative to Domestic Violence, 21 Main St. Hackensack, NJ 07601 #201-487-8484
  - Psychiatric Hospital, Greystone Park, NJ 07950 #201-538-1800

VIII.   Suggested Activities
- The teacher may take field trips to local hospitals and clinics in the town or county. Speakers from the field of psychiatry, and persons involved in the practice of psychiatry may be contacted.

Suggested areas for research may include:

- Explain the basic research question behind the "nature versus nurture" debate.
- Explain the cognitive and moral development of children according to Piaget's and Kohlberg's theories.
- Research how Sigmund Freud's psychoanalytic school of thought influenced the development of psychology as a science.
- Investigate the interpretation of dreams and the latent meaning of dreams.
- Research the causes, symptoms, and treatments of a psychological disorder.

- Research a personality theory as developed by a leading psychologist and create your own examples to support the theory.
- Research one of the methods that allow an individual to accumulate information in a scientific manner. Explain the advantages and disadvantages and develop a model situation in which the method can be tested.
- Research one psychologist and how they influenced the development of the school of thought they are associated with.

IX.   Methodologies

This Advanced Placement course is for those who meet its standards and criteria. There will be a range of academic abilities and learning styles for which the teacher must use a variety of instructional methods. The following are suggestions, not limits, as to what a teacher will do.

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction

X.   Interdisciplinary Connections

Whenever a teacher can use resources of the school district, it should be done. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance student learning whenever possible.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Teacher created lecture videos with closed captions
- Graphic organizers
- Suggested study tips
- Suggested study timelines
- Review videos
- Online review games (Kahoot, Quizlet, etc.)
- Extra free-response questions practice with scoring guidelines
- Diagrams
- Flashcard sets and quizzes
- Guided questioning

- Guided notetaking
- Define key terms and pinpoint vocabulary

Differentiation for Enrichment
- Additional practice questions
- Flashcard and review activities
- Real-world examples and activities
- Suggested supplemental reading
- Additional teacher run lab sessions
- Alternative assignments and projects
- Additional videos (Crash Course, TED Talks)
- Student application of concepts and theories
- Released AP exams and questions
- Inquiry-based learning

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
History and Approaches ● History of Psychology ● Functionalism vs. Structuralism ● 7 Modern Perspectives ● Careers in Psychology	2 weeks	*For Support:* ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. ● Psychological perspectives graphic organizer. ● Suggested studying tips. *For Enhancement:* ● Barron's practice questions and Flashcard activities.	APA Standards - Perspectives in Psychological Science: 1.1-1.4 2.1-2.3 CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.1 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* ● Summer reading/writing assignment – book review and passage responses. ● Flipped lesson on 7 modern perspective check for understanding quiz. *Summative Assessment* ● Modern Perspective Presentations ● Chapter Terms MC Quiz ● Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Research Methods
● Scientific Method
● Descriptive, Correlational, and Experimental Research
● Statistical Analysis
● Guarding Against Bias
● Ethical Considerations
	3 weeks	*For Support:*
		  ● Crash Course video - Psychology Research Methods
		  ● Extra Free-response question practice with scoring guidelines.
		  ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.
		  ● Suggested studying timeline.
		For Enhancement:
		  ● Real-world examples of correlation without causation.
			APA Standards - Research Methods, Measurement, and Statistics:
			1.1-1.4
			2.1-2.2
			3.1-3.6
			CRP1,2,4,5,6,7,8,9,10,11,12
			WHST.11-12.4
			8.1.12.A.2
			8.1.12.B.1
			8.1.12.C.1
			8.1.12.D.4
			8.1.12.E.1
				Formative Assessment:
				  ● Flipped lesson on statistical analysis check for understanding quiz.
				  ● Labeling components of experiment classwork activity.
				Summative Assessment
				  ● Chapter Terms MC Quiz
				  ● Chapter Test with FRQ

Biological Bases of Behavior
● Studying Heredity
● The Nervous System
● Neurotransmission
● Localization and Lateralization of Function
● Studying the Brain
● The Endocrine System
	2 weeks	*For Support:*
		  ● Neurotransmission color-coded diagram practice.
		  ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.
		For Enhancement:
		  ● Create a model of the brain using objects that represent the function of each part of the brain.
		  ● "On Deep History and the Brain" reading.
			APA Standards - Biological Bases of Behavior:
			1.1-1.5
			2.1-2.3
			3.1-3.3
			4.1-4.3
			CRP1,2,4,5,6,7,8,9,10,11,12
			WHST.11-12.2.D
			8.1.12.A.2
			8.1.12.B.1
			8.1.12.C.1
			8.1.12.D.4
			8.1.12.E.1
				Formative Assessment:
				  ● Labeling the neuron whiteboard activity.
				  ● Play neuroscientist activity – diagnosing brain damage.
				Summative Assessment
				  ● Parts of the brain presentations.
				  ● Chapter Terms MC Quiz
				  ● Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Sensation and Perception ● Sensory Thresholds ● Transduction and Specialized Receptor Cells ● The Senses ● Hearing and Vision Theories ● Perceptual Processes and Organization	2 weeks	*For Support:* ● Study tip mnemonics list. ● Crash Course Psychology video on the Senses. ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* ● Optical illusions in the Real-World Activity ● Morning lab sessions with sensation experiments.	APA Standards - Sensation and Perception: 1.1-1.2 2.1-2.4 3.1-3.6 CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* ● Flipped lesson on parts of the eye and check for understanding quiz. ● Labeling the sensory systems activities. *Summative Assessment* ● Sensation and Perception Storybook Project. ● Chapter Terms MC Quiz ● Chapter Test with FRQ ● Q1 Benchmark – Storybook Project
Consciousness ● Levels of Consciousness ● Sleep and the Sleep Cycle ● Sleep Disorders ● Dream Theories ● Altered States of Consciousness ● Psychoactive Drugs ● Physiological vs. Psychological Addiction	2 weeks	*For Support:* ● Sleep cycle graphic organizer. ● Categories of psychoactive drugs graphic organizer. ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* ● Writing your own Dream Theory. ● Conduct dream analysis utilizing dream journal.	APA Standards – Consciousness: 1.1-1.2 2.1-2.5 3.1-3.4 4.1-4.3 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 WHST.11-12.10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* ● Dream analysis activity. ● Psychoactive drug chart activity. *Summative Assessment* ● Sleep Disorder Flyers ● Chapter Terms MC Quiz ● Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Learning
● Classical Conditioning
● Taste Aversions and Counterconditioning
● Operant Conditioning
● Cognitive Learning Models
● Biological Preparedness and Constraints
	2 weeks	*For Support:*
		  ● Crash Course Psychology video on Classical, Operant, and Cognitive Learning.
		  ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.
		For Enhancement:
		  ● Morning lab session conducting classical and operant conditioning experiments.
		  ● Design and carry out your own operant or classical conditioning experiment.
			APA Standards – Learning:
			1.1-1.3
			2.1-2.4
			3.1-3.2
			CRP1,2,4,5,6,7,8,9,10,11,12
			WHST.11-12.4
			8.1.12.A.2
			8.1.12.B.1
			8.1.12.C.1
			8.1.12.D.4
			8.1.12.E.1
				Formative Assessment:
				  ● Classical Conditioning experiment demonstration.
				  ● Positive or negative punishment and reinforcement labeling activity.
				Summative Assessment
				  ● Chapter Terms MC Quiz
				  ● Chapter Test with FRQ

Memory
● Models of Memory
● Improving Encoding and Storage of Memories
● Theories of Forgetting
● Types of Amnesia
● Plasticity of Memories
	2 weeks	*For Support:*
		  ● Quizlet flashcard sets and quizzes.
		  ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures.
		  ● Guided questions and note taking on major memory models.
		For Enhancement:
		  ● Theories of forgetting cartoon creation.
		  ● Elizabeth Loftus – Ted Talk on Memory.
			APA Standards – Memory:
			1.1-1.3
			2.1-2.4
			3.1-3.5
			CRP1,2,4,5,6,7,8,9,10,11,12
			WHST.11-12.6
			8.1.12.A.2
			8.1.12.B.1
			8.1.12.C.1
			8.1.12.D.4
			8.1.12.E.1
				Formative Assessment:
				  ● Flipped Lesson on Types of Amnesia
				  ● Completing 3-Box Model of memory for one specific episodic memory.
				Summative Assessment
				  ● Real-World Application Project
				  ● Chapter Terms MC Quiz
				  ● Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Cognition and Testing/ Individual Differences ● Development of Language ● How Language Impacts Cognition ● Problem Solving Methods ● Barriers to Problem Solving ● Defining Intelligence ● Measuring Intelligence ● Types of Validity ● Types of Reliability ● Types of Testing	2 weeks	*For Support:* ● Counting phonemes practice worksheet and website tutorial. ● Kahoot validity vs. reliability quiz. ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* ● Gardner's online intelligence test. ● Howard Gardner – Beyond Wit and Grit Ted X Talk	APA Standards – Thinking: 1.1-1.3 2.1-2.3 APA Standards – Language Development: 1.1-1.2 2.1-2.3 APA Standards – Intelligence: 1.1-1.3 2.1-2.3 CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.4-6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* ● Barriers to Problem Solving worksheet ● Learning Acquisition Device vs. Critical Period Venn Diagram *Summative Assessment* ● Language Development Critical Thinking Project ● Chapter Terms MC Quiz ● Chapter Test with FRQ ● Q2 Benchmark
Motivation and Emotion ● Theories of Motivation ● Theories of Emotion ● Hunger Motivation and Biology ● Sex Motivation and Biology ● Causes and Responses to Stress	2 weeks	*For Support:* ● Crash Course – Theories of Motivation and Emotion ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. ● General Adaptation Syndrome Graphic Organizer *For Enhancement:* ● Hormone Motivation Visualization	APA Standards – Motivation: 1.1-1.4 2.1-2.4 APA Standards – Emotion: 1.1-1.3 2.1-2.3 3.1-3.2 LGBTQ+ Standard CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.1-2	*Formative Assessment:* ● Hormone Graphic Organizer ● Identifying theories of motivation practice worksheet *Summative Assessment* ● Theories of Motivation Cartoon ● Chapter Terms MC Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		Assignment • Barron's practice questions and Flashcard activities.	8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	• Chapter Test with FRQ •
Developmental Psych ● Developmental Research Methods ● Physical Development ● Cognitive Development ● Social Development ● Psychosexual Development ● Moral Development ● Temperament and Parenting Styles ● Adolescent Changes ● Sex and Gender Development	3 weeks	*For Support:* • Piaget Cognitive Development Chart • Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. • Mary Ainsworth Strange Situation video. *For Enhancement:* • Apply James Marcia's Identity Development theory to your life with pictures. • Yale Baby Lab Video – Born Good or Evil	APA Standards – Life Span Development: 1.1-1.5 2.1-2.3 3.1-3.2 4.1-4.4 5.1-5.3 6.1-6.4 7.1-7.3 LGBTQ+ Standard CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* • Freudian Psychosexual Stages Character Analysis Activity • Online Practice Quizzes *Summative Assessment* • Theories of Development Presentation Project • Chapter Terms MC Quiz • Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Personality ● Psychodynamic Theories of Personality ● Humanist Theories of Personality ● Behaviorist Theories of Personality ● Social Cognitive Theories of Personality ● Biological Theories of Personality ● Personality Assessment Techniques	2 weeks	*For Support:* ● Crash Course Personality Theory video. ● Kahoot compare personality theories quiz. ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* ● Personal reflection on reciprocal determinism in your life. ● Horoscope and Fallacy of Positive Instances.	APA Standards – Personality: 1.1-1.4 2.1-2.2 3.1-3.5 CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.2 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* ● Psychodynamic personality theory Venn Diagram activity ● Critique of online objective personality tests. *Summative Assessment:* ● Personality Character Analysis Paper ● Chapter Terms MC Quiz ● Chapter Test with FRQ
Abnormal Psych and Treatment ● DSM-5 and Diagnostic Labeling ● Models of Mental Illness ● Anxiety Disorders ● Obsessive-Compulsive and Related Disorders ● Trauma and Stressor Related Disorders ● Depressive Disorders ● Bipolar Disorders ● Somatic Symptom Disorders ● Dissociative Disorders ● Schizophrenic Disorders	4 weeks	*For Support:* ● Psychopharmacology Graphic Organizer ● Diagnosis "key terms" reference sheet ● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* ● Rosenhan Experiment Video ● Benefits and Drawbacks of Diagnostic Labeling informal debate	APA Standards – Psychological Disorders: 1.1-1.5 2.1-2.4 LGBTQ+ Standard APA Standards – Treatment of Psychological Disorders: 1.1-1.3 2.1-2.6 3.1-3.2 CRP1,2,4,5,6,7,8,9,10,11,12 WHST.11-12.1-2 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4	*Formative Assessment:* ● Case Study Diagnosis Worksheets ● Prescribing Medicine Practice Worksheet *Summative Assessment* ● Chapter Terms MC Quiz ● Chapter Test with FRQ ● Q3 Benchmark – Character Analysis, Diagnosis, and Treatment Project

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
● Personality Disorders ● Cognitive Disorders ● Causes of Mental Disorders **Abnormal Psych and Treatment (continued)** ● Evolution of Treatment for Abnormal Psychology ● Psychoanalysis vs. Psychodynamic Methods ● Humanist Therapy ● Gestalt Therapy ● Behaviorist Therapy ● Cognitive Therapy vs. CBT ● Psychopharmacology ● ECT ● Psychosurgery			8.1.12.E.1	
Social Psychology ● Social Cognition and Dissonance ● Obedience, Compliance, and Conformity ● Persuasion Techniques ● Group dynamics ● Prejudice, Discrimination and Stereotypes ● Aggression Models ● Altruism and Bystander Theory	2 weeks	*For Support:* 　● Guided notes for textbook reading 　● Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. *For Enhancement:* 　● Design a program to reduce prejudice, discrimination, and stereotypes through contact and superordinate goals. 　● Kitty Genovese Case Study	APA Standards – Social Interactions: 1.1-1.3 2.1-2.4 3.1-3.4 LGBTQ+ Standard APA Standards – Sociocultural Diversity: 1.1-1.6 2.1-2.7 CRP1,2,4,5,6,7,8,9,10,11,12 Genocide and Amistad	*Formative Assessment:* 　● Using persuasive techniques in your life activity. 　● Zimbardo Experiment ethical and validity debate *Summative Assessment* 　● Chapter Terms MC Quiz 　● Chapter Test with FRQ

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
● Laws of Attraction			History Standards WHST.11-12.5-6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	
Test Preparation ● Review Materials ● Multiple Choice Techniques ● Free-Response Question Practice and Guidelines	4 weeks	*For Support:* • Teacher created lecture videos with closed captions for ease of reviewing content and ability to pause and replay lectures. • Barron's Notecard activities • Brain localization of function diagram *For Enhancement:* • Released FRQ practice prompts • Statistics online review tutorial	All APA Psychology Content Standards 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 WHST.11-12.9	*Formative Assessment:* • Secure Practice Tests • All Chapter graphic organizer packet *Summative Assessment* • Key Terms Quiz • Key People Quiz • Final Practice Test