

# AP Unit 1 - Scientific Foundations

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.
- 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.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## Concepts

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## Essential Questions

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- How is psychology a science that studies all aspects of human behavior from many different perspectives?
- How can we evaluate research findings on their validity, ability to be generalized, and ethical & legal soundness?
- How do psychologists draw conclusions from research and where can it be applied?
- How is research conducted by psychologists to answer questions about human behavior?
- What is Psychology and how did it develop as a science?

## Understandings

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- Psychology is an empirical discipline where research provides knowledge and guidance for psychologists to explain behavior and who apply theories to solve problems in behavior.
- Psychology is the systematic and scientific study of human behavior and mental processes and has developed over time into different perspectives and approaches.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

- How psychology developed as an empirical science
- Major concepts / terms & vocabulary / people associated with psychology's history, approaches, methods, & stats
- Psychology's contemporary perspectives, major subfields and careers
- Research strategies used by psychologists and statistical concepts associated with them
- Ethic issues important to psychologists while conducting research

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics

- Myers for AP Textbook Supplements

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

- **Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.

Strategic groups and assigned topics to challenge identified students.

Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of

the lesson.

- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- Google Translate - All assignments will be created/translated in the student's native language.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH - Students will learn about measures of central tendency (mean, mode, median, standard deviation, etc.) and inferential statistics and how both can be applied to psychological research.**

**ELA - Students will view example free response questions and begin the process of writing their own.**

**SCIENCE - Students will review the scientific methods, along with specific research methods, and see how they are used in the science of psychology.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and the history of how psychology developed as a science.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

## Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic:</b> Introducing Psychology</p> <ul style="list-style-type: none"><li>● Day 1 - Course Intro - T/F, Psych Myths, Google Classroom/Canvas Sign Up - Assign Textbook work</li><li>● Day 2 - Guided Notes &amp; Presentation on History, Approaches, Domains</li><li>● Day 3 - History Review Quiz, Perspectives &amp; Domains Application Items</li><li>● Day 4 - Introducing Psychology Quiz / FRQ Intro / Practice FRQ w/ Rubric</li></ul>
<b>Week 2</b>	<p><b>Topic:</b> Research Methodology</p> <ul style="list-style-type: none"><li>● Day 1 - Need for Psych as Science (review methods, concepts/terms) - Operational Definitions practice</li><li>● Day 2 - Review Types of methods with purpose, strength, weakness - examples to illustrate</li><li>● Day 3 - Correlational Studies - Intro, types, examples, Quiz results vs. Study time, PsychSim application</li><li>● Day 4 - Experiment - Sample Size Demo, Present on Experiment topics (controls, variables, random assignment, confounds)</li><li>● Day 5 - Experiment - Oreo Demo, apply concepts from yesterday (groups) - review answers</li></ul>
<b>Week 3</b>	<p><b>Topic:</b> Research Methodology &amp; Test</p> <ul style="list-style-type: none"><li>● Day 1 - Research Ethics - Is it Ethical?, Review APA Guidelines, Groups - Actual studies</li><li>● Day 2 - Statistical Analysis - Guided applications of concepts - Measures of central tendency, variation, frequency distribution, inf</li><li>● Day 3 - Research Methods Review (applications of unit concepts to real research examples) - Correlation vs. Experiment</li><li>● Day 4 - College Board Formative Assessment - Canvas Review Quiz</li><li>● Day 5 - Multiple Choice Test on Unit 1</li></ul>

# AP Unit 2 - Biological Bases of Behavior

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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 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.

## Transfer Goals

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## **Transfer Goals**

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## **Concepts**

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## **Essential Questions**

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- 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?

## **Understandings**

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- The structure of human biological systems and their functions influence our behavior and mental processes.
- There is a complex interaction between a person's biology and their behavior and mental processes of which heredity and environment play a role, as do variations in a person's consciousness.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- How the nature-nurture debate is studied in a variety of ways (twins, evolutionary, gender, culture, parents, etc.)
- The major parts of the central nervous, peripheral nervous, and endocrine systems
- The parts of a neuron and the process of neural communication (axon conduction/synaptic transmission)
- The structures and functions of the brain with specific cases to illustrate

- The tools for examining Brain structure and function
- How the brain is adaptable (neuroplasticity, effects of drugs, states)
- Stages & theories of sleep and dreams

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

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## Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.

- Strategic groups and assigned topics to challenge identified students.
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- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
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- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

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Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH -**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own.**

**SCIENCE - Students will learn about the biology of the brain and body and how they influence our behaviors and thoughts.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of the biological bases for behavior & thought.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS - Students will draw out the diagram of a neuron and the communication process from one neuron to the next.**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from**

around the world.

## Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic:</b> Biological Bases (Neurons, NTs, Body systems, &amp; Brain)</p> <ul style="list-style-type: none"><li>● Day 1 - Bio Intro - T/F, Neural parts, communication (online), Discuss/Review with examples (Toilet, Gun)</li><li>● Day 2 - Finish Neurons - Present on NTs (types, drugs, agonist, antagonists, reuptake) - NT review w/ partners</li><li>● Day 3 - NS &amp; ES - NT Quiz, Present on subdivisions &amp; functions of NS &amp; ES (reaction time demo), Application Items</li><li>● Day 4 - Brain (1) - Tools for Studying Reivew w/ examples - Begin parts of brain</li><li>● Day 5 - Brain (2) - Finish Parts w/ functions - Begin Application items with partners, Begin Brain Video</li></ul>
<b>Week 2</b>	<p><b>Topic:</b> Biological Bases (Brain, Genetics, States of Consciousness)</p> <ul style="list-style-type: none"><li>● Day 1 - Brain (3) - Neuroplasticity, TBI, Split Brain (videos)</li><li>● Day 2 - Genetics / Heritability - Article &amp; discussion, Twin studies</li><li>● Day 3 - Behavior Genetics / Evolutionary Psych Groups - Questions &amp; Multiple choice</li><li>● Day 4 - States - Intro different states &amp; impact / Discuss Dependence, addiction, tolerance, and withdrawal</li><li>● Day 5 - States - Drug Webquest (Split)</li></ul>
<b>Week 3</b>	<p><b>Topic:</b> Biological Bases (Wrap-Up / Assessment)</p> <ul style="list-style-type: none"><li>● Day 1 - States - Finish Drug Webquest</li><li>● Day 2 - States - Sleep Stages &amp; Theories on function of sleep &amp; dreams (notes w/ examples &amp; video clips)</li><li>● Day 3 - Wrap Up / Review - Finish Sleep disorders / College Board Formative Assessment - Canvas Review Quiz</li><li>● Day 4 - Multiple Choice Test on Unit 2</li><li>● Day 5 - FRQ for Unit 2 / Begin Unit 3</li></ul>

# AP Unit 3 - Sensation & Perception

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **2 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.
- 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.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## Concepts

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## Essential Questions

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

## Understandings

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- 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, which results in perceptions that influence how we think and behave.
- Sensation and perception provide a bridge between the biological and cognitive perspectives, offering aspects of both for explaining how we think and behave.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

- the basic principles for sensation including thresholds, signal detection, bottom-up & top-down processing, etc.
- the concepts related to selective attention, perceptual organization, perceptual interpretation and how they can be distorted (illusions).
- the process of transduction for vision, hearing, touch, taste, smell, and body position.

## Skills

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements
- Video clips of concepts

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

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#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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Frequent checks for understanding  
Preferred seating assignment  
Multiple representations  
Hard copy of notes  
Extend the time needed to complete assignments and assessments (as per IEP or 504)  
Provide grading rubrics  
Model examples for projects  
Clarification of directions and instructions  
Repeat/rephrase instructions  
Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH -**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own.**

**SCIENCE - Students will learn about the biology of the senses (eyes, ears, nose, tongue, skin, etc) and how they influence our sensation & perception.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of sensation and perception.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

## **Learning Plan / Pacing Guide**

**Time**

**Week 1**

**Topics / Activities**

## Week 2

**Topic:** Sensation & Perception (Principles, Vision & Hearing)

- Day 1 - Unit Intro - Sens vs. Perc / Present on Principles of Sensation
- Day 2 - Finish Yesterday / Discuss Principles of Perception w/ examples & demonstrations - student reflections on these
- Day 3 - Vision - Anatomy, Process, Color vision (After images & marker demo)
- Day 4 - Vision (2) - Illusions, Gestalt Principles, Top-Down (faces, Rubber hand)
- Day 5 - Hearing - Present on anatomy, transduction process (relate to brain), hearing disorders

## Week 3

**Topic:** Sensation & Perception

- Day 1 - Chemical Senses - Taste & Smell (anatomy, transduction, interaction) - Starburst Demo
- Day 2 - Body Senses - Present on Touch, Pain, Vestibular, Kinesthesia - Demonstrations & video clips for each
- Day 3 - Finish all - Imagine Life without Each type (groups) - Begin Review
- Day 4 - Wrap Up / Review - College Board Formative Assessment - Canvas Review Quiz
- Day 5 - Multiple Choice Test on Unit 3

**Possible Run-over into Week 3**

# AP Unit 4 - Learning

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 2**  
Length: **2 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## Concepts

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## Essential Questions

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

## Understandings

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- 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.
- Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced.
- Other learning psychologists study how individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

- The definition of learning from a psychological viewpoint along with major figures in learning psychology.
- How classical conditioning works and the concepts associated with it – Pavlov, Acquisition, extinction, spontaneous recovery, generalization, discrimination, higher order learning, Watson, and “Little Albert”
- How operant conditioning works and the concepts associated with it –Thorndike’s Law, positive & negative reinforcement, punishment, B.F. Skinner, schedules & types of reinforcement
- How observational learning works and the concepts associated with it – modeling, insight, latent, Bandura, Social learning

### Skills

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements
- Video clips of concepts

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **● Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- Strategic groups and assigned topics to challenge identified students.
- Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- Google Translate - All assignments will be created/translated in the student's native language.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding  
Preferred seating assignment  
Multiple representations  
Hard copy of notes  
Extend the time needed to complete assignments and assessments (as per IEP or 504)  
Provide grading rubrics  
Model examples for projects  
Clarification of directions and instructions  
Repeat/rephrase instructions  
Read aloud multiple choice for tests and quizzes

### **Interdisciplinary Connections**

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**MATH - Use of graphs and response charts related to reinforcement schedules.**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own. Students will work on the skills of summarizing and reflecting on text material with their textbook work.**

**SCIENCE - Students will learn about the biological constraints and genetic predispositions and their relation to learning.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of how people learn to behave.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

### **Learning Plan / Pacing Guide**

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**Time**

**Week 1**

**Topics / Activities**

## Week 2

**Topic:** Learning (Intro, Classical, Operant)

- Day 1 - Unit Intro - Is it learning? / Begin Classical Conditioning - Present concepts
- Day 2 - Finish Yesterday / Water Pistol Demo / Practice on CC w/ partners
- Day 3 - Operant - Intro, Present on Reinforcement & Punishment, Shaping Demo, Practice Problems
- Day 4 - Operant (2) - Cognition, Biology, Applications, Schedules - Practice problems w/ schedules
- Day 5 - Operant (3) - Finish schedules / CC vs. OC (differences) - Practical Applications (learning)

**Topic:** Learning (Observational, Review, Assessment)

- Day 1 - Observational - Video Intro, Teacher Presentation w/ video clips & application Qs / **How to Tie a Tie**
- Day 2 - Social & Cognitive factors - Groups Behavior problem plans - Behavior mod, motivation, biofeedback, coping strategies, t
- Day 3 - Wrap Up / Review - Share Plans & Discuss, College Board Formative Assessment - Canvas Review Quiz
- Day 4 - Multiple Choice Test on Unit 4
- Day 5 - FRQ / Begin Unit 5

# AP Unit 5 - Cognitive Psychology

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 2**  
Length: **4-5 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.E 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.
- 5.O Identify the contributions 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.

## Transfer Goals

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## **Transfer Goals**

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## **Concepts**

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## **Essential Questions**

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

## **Understandings**

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- 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 information is gathered and processed gives insight into how we make sense of and perceive the world.
- Some psychologists attempt to answer how and why cognitive processes fail.
- Other psychologists study intelligence and reasons for our individual differences.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- The processes of encoding, storage, and retrieval relating to memory and what factors can cause people to forget or misremember events as well as improve memory.
- How our thinking is organized into concepts, problem solving strategies, and how we form judgments.
- The basic structures of language and the different theories on how language is developed.
- The different ways in which intelligence is defined and tested by psychologists

- The principles of proper test construction including the concepts of reliability, validity, etc.

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- Strategic groups and assigned topics to challenge identified students.
- Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push

the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- Google Translate - All assignments will be created/translated in the student's native language.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH - Students use the normal curve and standard deviations to make sense of scores.**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own. They will also continue to work on the skills of summarizing and reflecting on the textbook material.**

**SCIENCE - Students will learn about the biology of memory formation and how empirically derived tests are made.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of the memory, thinking, language, and testing.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

## Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic: Memory</b></p> <ul style="list-style-type: none"><li>● Day 1 - Memory Intro - T/F, Memory Challenges, Types of memory, Present Encoding w/ application tasks/examples</li><li>● Day 2 - Encoding - Finish yesterday's presentation, partner practice with terms</li><li>● Day 3 - Storage &amp; Retrieval - Clive Wearing Do Now, Notes on S &amp; R, application items</li><li>● Day 4 - Forgetting &amp; Memory Construction - Why do we forget? Presentation, Memory Distortion Demo, Loftus Video,</li><li>● Day 5 - Eyewitness Testimony &amp; Memory Improvement - Demo, Ways to Improve memory, Biological Bases of Memory</li></ul>
<b>Week 2</b>	<p><b>Topic: Thinking and Problem-Solving</b></p> <ul style="list-style-type: none"><li>● Day 1 - Thinking Intro - T/F, Thinking Styles, Riddles, Present on Concepts &amp; Prototypes (w/ application demo)</li><li>● Day 2 - Strategies &amp; Creativity - Creativity Intro Challenge, Discuss strategies &amp; factors that affect creativity w/ applications, Beg</li><li>● Day 3 - Biases &amp; Errors (1) - Use thinking challenges to illustrate concepts in lesson, discuss real life examples</li><li>● Day 4 - Biases &amp; Errors (2) - Finish w/ framing &amp; name the bias / Begin Language - explain core concepts</li><li>● Day 5 - Language - Finish core concepts - video clips to reinforce difficult concepts, discuss application items</li></ul>
<b>Week 3</b>	<p><b>Topic: Intelligence &amp; Testing</b></p> <ul style="list-style-type: none"><li>● Day 1 - Intelligence Intro - What is it? (how to define), characteristics - how can we measure these?</li><li>● Day 2 - Theories of Intelligence - Present on different theories (ID positives/negatives of each)</li><li>● Day 3 - Assessing - What makes a good/bad test? (discussion), Present on major concepts of test construction, review normal curve</li><li>● Day 4 - Assessing - Gifted vs. Disability - define w/ examples (implications), Evaluate test construction (reliability/validity)</li><li>● Day 5 - FRQ for Intelligence (groups w/ rubric) to reinforce writing of FRQ &amp; concepts from Intelligence &amp; Testing</li></ul>
<b>Week 4</b>	<p><b>Topic: Unit Review</b></p> <ul style="list-style-type: none"><li>● Day 1 - College Board Formative Assessment / Canvas Review</li><li>● Day 2 - MC Test in Class / FRQ</li></ul>

# AP Unit 6 - Development

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 2**  
Length: **2 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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 how 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 Describe how sex and gender influence socialization and other aspects of development.

## Transfer Goals

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## Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## **Concepts**

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### **Essential Questions**

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- How do we perceive and understand ourselves?
- How is our personal development a lifelong process?
- What are the influences on human development across the lifespan?

### **Understandings**

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- Developmental psychologists study the behavior of organisms from conception to death including: prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.
- Our behavior and mental processes are influenced by changes in our biology and social situations over the lifespan.
- Development can be studied from several different perspectives, including biological and cognitive, as well as focusing on one or more developmental periods or the entire course of a lifespan.

### **Critical Knowledge and Skills**

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#### **Knowledge**

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Students will know:

- How the nature-nurture debate is studied in a variety of ways (twins, evolutionary, gender, culture, parents, etc.)
- The difference between longitudinal and cross-sectional studies and how they are used
- The major issues of continuity/discontinuity & stability/instability and how they related to our development

- The different physical, social, cognitive, and motor developments through prenatal period, childhood, adolescence, and adulthood.
- The theories/models for different aspects of our development.

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

---

- Myers for AP Textbook (2nd Ed)

## **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements
- Video clips of concepts

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

---

#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

---

#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide

additional resources to further challenge advanced readers.

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- All assignments have been created in the student's native language.
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- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

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- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

---

**MATH -**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own. Students will work on the skills of summarizing and reflecting on text material with their textbook work.**

**SCIENCE - Students will learn about the biological changes throughout the lifespan.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of how people learn to behave.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from**

around the world.

## Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic:</b> Development (Introduction, Childhood)</p> <ul style="list-style-type: none"><li>● Day 1 - Unit Intro - Decades Do Now, How do we study?, Big concepts in Dev, NvN - Begin Prenatal</li><li>● Day 2 - Prenatal - PsychSim, threats during prenatal, infancy &amp; motor development</li><li>● Day 3 - Social Development (childhood) - present on temperament &amp; attachment styles (w/ video clips), Parenting styles review w</li><li>● Day 4 - Cognitive Development (childhood) - Piaget's theory with practice items, Vygotsky vs. Piaget, Information processing gr</li><li>● Day 5 - Adolescence - Parents &amp; Peers, Physical, social, cognitive changes &amp; impact - relate to personal experiences</li></ul>
<b>Week 2</b>	<p><b>Topic:</b> Development (Adolescence to Adulthood)</p> <ul style="list-style-type: none"><li>● Day 1 - Adolescence - Gender Development/Sexual Orientation - Group discussion with notes from text</li><li>● Day 2 - Moral development - Ethical dilemmas, Kohlberg vs. Gilligan, Heinz dilemma</li><li>● Day 3 - Adulthood - Review physical, cognitive, &amp; social changes as people age, Introduce Erikson</li><li>● Day 4 - Adulthood - Erikson work - relate stages to different times in people's lives</li><li>● Day 5 - Old Age &amp; Dying - Physical changes, causes of death, Death Questions, DABDA, etc.</li></ul>
<b>Week 3</b>	<p><b>Topic:</b> Development (Wrap-Up, Review, Assessment)</p> <ul style="list-style-type: none"><li>● Day 1 - Wrap-Up - Relate unit to self activity, Canvas Quiz, College Board Assessments</li><li>● Day 2 - Multiple Choice Test on Unit 6</li><li>● Day 3 - FRQ / Begin Unit 7</li></ul>

# AP Unit 7 - Motivation, Emotion, & Personality

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **3 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.
- 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.
- 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.

## Transfer Goals

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## Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## **Concepts**

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## **Essential Questions**

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- What motivates us to think and act the way we do?
- Why do some people respond to stress in a healthier way than others?
- How do emotions influence behavior and how can cognition influence emotion?
- How is personality defined and studied by psychologists and how does personality influence our behavior?
- Why don't psychologists agree?

## **Understandings**

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- Psychologists use theory to categorize and explain different personalities and these are influenced by various branches of psychology.
- Some 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.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- the different perspectives on motivation including instinct theory, drives & incentives, optimum arousal, and hierarchy of motives/needs.
- the physiology and psychology behind sexual motivation, hunger & eating motivation, and the need to

belong.

- the major theories on emotion and associated psychologists, concepts related to embodied, expressed, and experienced emotions, and social & cultural influences on emotion.
- the different effects of stress on illness and general well-being and coping strategies to help alleviate stress.
- the different theories on personality and associated psychologists, along with the different ways in which personality is measured.

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

## **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements
- Video clips of concepts

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- Strategic groups and assigned topics to challenge identified students.
- Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- Google Translate - All assignments will be created/translated in the student's native language.

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- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

## **Special Education Students (N.J.A.C.6A:8-3.1)**

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- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH - Students will examine how personality tests are created and scored.**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own.**

**SCIENCE - Students will learn about the biology of emotion and stress and the impacts they have on the body which then affect our behavior and mental processes.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of sensation and perception.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

**APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

## Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic: Motivation / Emotion</b></p> <ul style="list-style-type: none"><li>● Day 1 - Motivation - Intro discussion, Basic Concepts (applications), Needs, Drives, Homeostasis, Discuss Theories w/ examples</li><li>● Day 2 - Motivation (2) - Finish Theories, Partners Practice - application of theories</li><li>● Day 3 - Motivation (3) - Groups eating, sexual, social motivation - discuss &amp; ID major psychologists</li><li>● Day 4 - Emotion (1) - Intro - Life without it? purpose?, Major theories, begin Embodied</li><li>● Day 5 - Emotion (2) - Embodied &amp; Expressed - Present on concept with examples, demos, videos - application Qs</li></ul>
<b>Week 2</b>	<p><b>Topic: Emotion / Stress</b></p> <ul style="list-style-type: none"><li>● Day 1 - Emotion (3) - Expressed - Theories, concepts presented with examples, videos, Begin Lie Detection work</li><li>● Day 2 - Emotion (3) - Expressed - Lie detection work / Happiness inventory - Fear &amp; Anger</li><li>● Day 3 - Finish Happiness Plans, Begin Stress Work</li><li>● Day 4 - Stress (1) - Stressors in our lives do now, GAS explanation &amp; application, health effects of stress</li><li>● Day 5 - Stress (2) - Coping - How do you get through do now? - Present on coping strategies, apply to life situations.</li></ul>
<b>Week 3</b>	<p><b>Topic: Personality</b></p> <ul style="list-style-type: none"><li>● Day 1 - Personality Intro - Who Am I?, Slips project explained &amp; assigned, Personality tests</li><li>● Day 2 - Psychoanalytic - Present on Freud &amp; neo-freudians, theories on personality &amp; defense mechanisms</li><li>● Day 3 - Finish yesterdays presentation, Partner practice of concepts from yesterday</li><li>● Day 4 - Present on Humanistic &amp; Psychodynamic theories - application items</li><li>● Day 5 - Trait / Social Cognitive / Behaviorist - Present with examples &amp; applications</li></ul>
<b>Week 4</b>	<p><b>Topic: Personality / Wrap-Up / Assessment</b></p> <ul style="list-style-type: none"><li>● Day 1 - Measuring Personality - Inventories, Projective, Tests - finish personality tests</li><li>● Day 2 - Slips Assignment in-class &amp; discuss</li><li>● Day 3 - Personality Review - Apply to selves, College Board Formative Assessment, Canvas Review Quiz</li><li>● Day 4 - Multiple Choice Test on Unit 7</li><li>● Day 5 - Unit 7 FRQ / Begin Unit 8</li></ul>



# AP Unit 8 - Clinical Psychology

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **3 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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 stressorrelated 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.

## Transfer Goals

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## **Transfer Goals**

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## **Concepts**

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## **Essential Questions**

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- How are psychological disorders defined, classified, diagnosed, and measured by psychologists?
- Why is psychological perspective necessary in the treatment of disorders?
- How are psychological disorders treated?

## **Understandings**

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- Psychologists who study disorders, along with practitioners who treat them, often utilize a particular theoretical perspective which attempts to explain the origin of the disorder and/or determine the best method for treatment.
- Through observing behavior and engaging in discussion that illuminates the client's thought process, psychologists gather information and draw conclusions.
- Many psychologists use a more integrated approach utilizing multiple perspectives to understand and treat psychological disorders.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- how psychological disorders are defined, classified, and diagnosed by psychologists and how diagnostic labels can have positive and negative effects..
- the different perspectives on how psychological disorders are explained and treated.

- the symptoms and potential causes of anxiety disorders, mood disorders, somatoform disorders, personality disorders, dissociative disorders, and schizophrenia.
- the different treatment options associated with the psychoanalytic, humanistic, behavioral, cognitive, and group perspectives and the potential strengths and weaknesses of each.
- the types of biomedical therapies and their strengths and weaknesses

## **Skills**

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

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- Myers for AP Textbook (2nd Ed)

## **Supplementary Resources**

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Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
- 40 Studies Book
- College Board FRQ Examples & Rubrics
- Myers for AP Textbook Supplements
- Video clips of concepts

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **• Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **• One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to

explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.

- Strategic groups and assigned topics to challenge identified students.
- Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice for students that provides a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.
- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- Google Translate - All assignments will be created/translated in the student's native language.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- Plan for common mistakes and plan for intervention.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- Modified pacing of unit lessons to meet the needs of learners.
- Individual learning styles will be taken into account when creating lesson activities.
- All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

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**MATH - Students will examine prevalence rates for different psychological disorders**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own. Students will work on the skills of summarizing and reflecting through their work with the textbook.**

**SCIENCE - Students will learn about the biology of different psychological disorders.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of psychological disorders as well as the history of treatment for psychological disorders.**

**WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS -**

## APPLIED TECHNOLOGY/BUSINESS -

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

### Learning Plan / Pacing Guide

Time	Topics / Activities
<b>Week 1</b>	<p><b>Topic:</b> Psych Disorders</p> <ul style="list-style-type: none"><li>● Day 1 - Intro - What is disordered behavior? discussion, Present on Defining, DSM, Labels discussion, DSM Entry evaluation</li><li>● Day 2 - Finish Overview - Legal issues, Perspective explanations - Begin Anxiety &amp; Related Disorders</li><li>● Day 3 - Anxiety &amp; Related Disorders - Notes on symptoms, personal experiences and treatments w/ video clips &amp; discussion</li><li>● Day 4 - Dissociative &amp; Somatic Disorders - Notes on symptoms, personal experiences and treatments w/ video clips &amp; discussion</li><li>● Day 5 - Living with Schizophrenia documentary w/ questions &amp; reflection</li></ul>
<b>Week 2</b>	<p><b>Topic:</b> Psych Disorders / Treatment</p> <ul style="list-style-type: none"><li>● Day 1 - Bipolar, Depressive &amp; Schizophrenia Disorders - Notes on symptoms, personal experiences and treatments w/ video clips .</li><li>● Day 2 - Feeding &amp; Eating, Substance, &amp; Personality Disorders - Present on symptoms, experiences, &amp; treatments - Personality Dis</li><li>● Day 3 - Other Disorders / Review - Discuss any other disorders missed / Review activity on psych disorders</li><li>● Day 4 - Treatment Intro - Characteristics of psychotherapeutic relationship do now, Begin perspectives presentation &amp; treatment of</li><li>● Day 5 - Perspectives - Finish presentations with examples and video clips - relate to case study scenario</li></ul>
<b>Week 3</b>	<p><b>Topic:</b> Treatment / Assessment</p> <ul style="list-style-type: none"><li>● Day 1 - Biological Treatment - Present on types of drug therapies, ECT, Psychosurgeries -w/ video clips</li><li>● Day 2 - Psychoanalytic - Present on Freud &amp; neo-freudians, theories on personality &amp; defense mechanisms</li><li>● Day 3 - Group discussions - strengths, weaknesses of each perspective/method - finish with empirical support for treatments</li><li>● Day 4 - Wrap-up/Review - College Board Formative Assessment, Canvas Review Quiz</li><li>● Day 5 - Multiple Choice Test on Unit 8 / FRQ</li></ul>
<b>Week 4</b>	<p><b>Topic:</b> Assessment</p> <ul style="list-style-type: none"><li>● Day 1 - FRQ in-class w/ rubric</li></ul>

# AP Unit 9 - Social Psychology

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **2 1/2 weeks**  
Status: **Published**

## Standards

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### Social Studies Standards

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#### AP College Board Course Description Learning Targets

- 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.
- 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.
- 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.
- 9.K Describe the variables that contribute to altruism and aggression.
- 9.L Describe the variables that contribute to attraction.

## Transfer Goals

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### Transfer Goals

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Students will be able to independently use their learning to apply concepts in order to explain behavior in authentic contexts.

## Concepts

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## Essential Questions

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- How does bias of a researcher affect their conclusions?
- What factors can affect how we relate to one another?
- How do groups influence individual behavior and cognition?

## Understandings

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- Social psychology is the study of how other people and groups influence behavior and mental processes as well as how our 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.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

- The impact of attribution theory and person perception on our interactions.
- How attitudes are formed and the various strategies for changing attitudes.
- How conformity, compliance, and obedience can affect our relationships and how we behave along with all psychologists and concepts related to these topics.
- How groups can affect the individual's and group's behavior and thought processes.
- how bias, prejudice, discrimination, altruism, aggression, and attraction affect our interactions and all associated terms/concepts.

### Skills

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Students will be able to:

- SC1: Concept Understanding - Define, explain, and apply concepts, behavior, theories, and perspectives.
- SC2: Data Analysis - Analyze and interpret quantitative data.
- SC3: Scientific Investigation - Analyze psychological research studies.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- College Board Formative Assessments (online)
- Daily Application Items
- Demonstrations of concepts
- Exit Slips
- In-class Quizzes
- Online Quizzes
- SQ3R of Textbook Sections (Modified)

### **School Summative Assessment Plan**

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- Free Response Question (AP Style)
- Multiple-Choice Test (AP Style)

### **Primary Resource**

---

- Myers for AP Textbook (2nd Ed)

### **Supplementary Resources**

---

Additional outside Resources:

- Research Studies (Applicable to Unit Topics)
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## **Technology Integration and Differentiated Instruction**

---

### **Technology Integration**

---

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- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

#### **• Canvas, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

### **Differentiated Instruction**

---

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Frequent checks for understanding  
Preferred seating assignment  
Multiple representations  
Hard copy of notes  
Extend the time needed to complete assignments and assessments (as per IEP or 504)  
Provide grading rubrics  
Model examples for projects  
Clarification of directions and instructions  
Repeat/rephrase instructions  
Read aloud multiple choice for tests and quizzes

## **Interdisciplinary Connections**

---

### **MATH -**

**ELA - Students will continue to work on free response questions through examples (with rubrics) and the practice of writing their own. Students will work on the skills of summarizing and reflecting through their work with the textbook.**

**SCIENCE - Students will learn about the biology of aggression and attraction.**

**SOCIAL STUDIES - Students will learn about different historical figures in psychology and how they contributed to our knowledge of social psychology. The issues of bias, prejudice, and discrimination (and their psychological bases) will be discussed.**

### **WORLD LANGUAGES -**

**VISUAL/PERFORMING ARTS - Students will examine different pieces of media to determine types of persuasion being used.**

### **APPLIED TECHNOLOGY/BUSINESS -**

**GLOBAL AWARENESS - Students will learn about different historical figures in psychology from around the world.**

## **Learning Plan / Pacing Guide**

Time

Topics / Activities

## Week 1

**Topic:** Social Psychology

- Day 1 - Intro Story (related to unit concepts), Present on Attribution and Person Perception, Application Qs
- Day 2 - Attitude Formation & Attitude Change - Picture Prompt (relate to yesterday), attitude basics, Cognitive Dissonance, persuasion
- Day 3 - Finish yesterday - evaluate media for attitude change concepts - share as a class / SPE & Roles
- Day 4 - Finish SPE / Discuss Conformity vs. Compliance vs. Obedience - Videos of major experiments, psychologists, examples
- Day 5 - Group Influence - present with notes, videos, examples - relate to own experiences (secret survey, polarization demos)

## Week 2

**Topic:** Social Psychology

- Day 1 - Bias - Define terms, use examples, discuss factors that increase bias, prejudice, and discrimination - examine ways to lessen
- Day 2 - Altruism and Aggression - Do Now Qs (selfless act? makes you angry?) - review basic concepts related to both, applications
- Day 3 - Interpersonal Attraction - Discuss variable which can increase/decrease attraction, types, pairing game demo - apply concepts
- Day 4 - Wrap-up/Review - College Board Formative Assessment, Canvas Review Quiz
- Day 5 - Multiple Choice Test on Unit 8 / FRQ

## Week 3

**Possible overrun into week 3**