



West Windsor-Plainsboro Regional School District
AP Psychology

Unit 0: Thinking Like a Psychologist	
Content Area: Social Studies	
Course & Grade Level: AP Psychology, 11-12	
Summary and Rationale	
<p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.</p>	
Recommended Pacing:	
Thinking Like a Psychologist will be infused throughout all units of study.	
State Standards	
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>New Jersey Social Studies Skills (Pgs. 51-52 of NJ Social Studies Standards)</p> <p><i>Critical Thinking- Grades 9-12</i></p> <ul style="list-style-type: none"> • Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. • Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. <p><i>Presentation Skills- Grades 9-12</i></p> <ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. 	
Standards	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.11-12.1	RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1	Write arguments focused on discipline specific-content.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis reflection, and research.
21st Century Life and Career Standards	
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.Cl.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
Educational Technology Standards	

8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
4.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Psychologists employ a variety of research methods to design studies and differentiate between types with regard to purpose, strengths, and weaknesses. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does the methodology of the research affect the outcome of a study? How do ethical guidelines affect psychological research? 	
Objectives	
<p>The AP Psychology course description identifies the following skill outcomes:</p> <p>Students will be able to:</p> <p>Skill Category 1: Concept Understanding</p> <ul style="list-style-type: none"> Define, explain, and apply concepts, behavior, theories, and perspectives. <ol style="list-style-type: none"> Define and/or apply concepts. Explain behavior in an authentic context. Apply theories and perspectives in authentic contexts. <p>Skill Category 2: Data Analysis</p> <ul style="list-style-type: none"> Analyze and interpret quantitative data. <p>Skill Category 3: Scientific Investigation</p> <ul style="list-style-type: none"> Analyze psychological research studies. 	
Evidence of Learning	
Performance Tasks:	

- HAPPy Museum: This is an interdisciplinary project for students enrolled in AP Psychology or Human Anatomy and Physiology. Students will employ a research methodology to design a museum display for the Human Anatomy and Physiology and Psychology Museum.

Other Evidence:

- Consciousness Project: Students will research most recent scientific evidence on the biology of teenagers, neuroscience, and learning and then design a presentation intended for the Board of Education persuading them to make changes or to maintain the current policy on school start time.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Student Resources for All AP Psychology Units of Study. All resources require a student College Board AP account.

Unit 1: The History and Approaches of Psychology	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Psychology is the scientific study of behavior and mental processes. By studying psychology students gain a better understanding of themselves and how they interact with others. The will begin to look at the connections between our brains, bodies, memories and learning processes. Specifically we will look at the early pioneers of psychology and how the different psychological perspectives (structuralism, functionalism, behaviorism, psychoanalysis etc.) developed over time. Students will be introduced to some of the most influential psychologists including Freud, Skinner, Maslow to name a few and will also begin to understand that psychology is based on scientific inquiry and processes.</p>	
Recommended Pacing: 3 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Interdisciplinary Standards

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APA National Standards for High School Psychology

Domain	
Domain I- Scientific Inquiry Standard Area A: Perspectives in Psychological Science	Content Standard 1: Development of psychology as an empirical science Students are able to (performance standards): 1.1 Define psychology as a discipline and identify its goals as a science 1.2 Describe the emergence of psychology as a scientific discipline 1.3 Describe perspectives employed to understand behavior and mental processes 1.4 Explain how psychology evolved as a scientific discipline
Domain I- Scientific Inquiry Standard Area A: Perspectives in Psychological Science	Content Standard 2: Major subfields within psychology Students are able to (performance standards): 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals 2.2 Describe the major subfields of psychology 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.
Domain I – Scientific Inquiry	Content Standard 1: Career options

Standard Area B: Vocational Applications Content Standards	Students are able to (performance standards): 1.1 Identify careers in psychological science and practice 1.2 Identify careers related to psychology.
Domain I – Scientific Inquiry Standard Area B: Vocational Applications Content Standards	Content Standard 2: Educational requirements Students are able to (performance standards): 2.1 Identify degree requirements for psychologists and psychology-related careers 2.2 Identify resources to help select psychology programs for further study
Domain I – Scientific Inquiry Standard Area B: Vocational Applications Content Standards	Content Standard 3: Vocational applications of psychological science 3.1 Discuss ways in which psychological science addresses domestic and global issues 3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Psychology is the youngest of all the sciences. ● Defining psychology did not follow a straight path for thoughts are not tangible. ● Nurture influences what has been determined by nature. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● What ways does psychology approaches the study of human and animal behavior? ● How has psychology changed the study of human and animal behavior? ● How do the different perspectives in psychology compare and contrast? ● Who were the movers and shakers in the evolution of psychology as a science? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> ● Trace the historical and philosophical development of psychology as a science. ● Describe how the different perspectives explore and explain human behavior. ● Identify famous psychologists and describe their contributions to the discipline. ● Explore different career options for people who earn degrees in psychology. 	
Evidence of Learning	
Assessments: Journal Assignments <p>Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:</p> <ul style="list-style-type: none"> ■ Student reflection on readings ■ Class discussion & activities ■ Personal experiences ■ Recent news or television broadcasts ■ Scholarly Journal and Internet research 	
Unit Review Notecards	

End-of-Unit Assessment
Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Core Text: Ciccarelli, Sandra K., and J. Noland White. <i>Psychology – AP Edition</i> , 4 th Ed. NJ: Pearson Education, 2015 (Ch. 1) Suggested Resources: MyPsychLab			

Unit 2: Motivation and Emotion	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>The study of motivation helps us to understand why we do the things that we do, as well as why our behaviors can change when our focus shifts or gets redirected. Emotions are a part of everything that we do, affecting our relationships with others and our own health, as well as influencing important decisions. This unit will focus on exploring the motives behind our actions and the origins and influences of emotions. While identifying basic motivational concepts students will be able to apply these concepts to their own behaviors to gain greater understanding of human behavior.</p>	
Recommended Pacing: 2 Weeks	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.1 1.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.1 1-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.1 1-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.1 1-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.1 1-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.1 1-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST .11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST .11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.1 1-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.1 1-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain VI-Individual Variations Standard Area A: Motivation	Content Standard 1: Perspectives on motivation Students are able to (performance standards): 1.1 Explain biologically based theories of motivation 1.2 Explain cognitively based theories of motivation 1.3 Explain humanistic theories of motivation 1.4 Explain the role of culture in human motivation
Domain VI-Individual Variations Standard Area A: Motivation	Content Standard 2: Domains of motivated behavior in humans and non-human animals Students are able to (performance standards): 2.1 Discuss eating behavior 2.2 Discuss sexual behavior and orientation 2.3 Discuss achievement motivation 2.4 Discuss other ways in which humans and non-human animals are motivated
Domain VI-Individual Variations Standard Area B: Emotion	Content Standard 1: Perspectives on emotion Students are able to (performance standards): 1.1 Explain the biological and cognitive components of emotion 1.2 Discuss psychological research on basic human emotions 1.3 Differentiate among theories of emotional experience
Domain VI-Individual Variations Standard Area B: Emotion	Content Standard 2: Emotional interpretation and expression Students are able to (performance standards): 2.1 Explain how biological factors influence emotional interpretation and expression 2.2 Explain how culture and gender influence emotional interpretation and expression 2.3 Explain how other environmental factors influence emotional interpretation and expression
Domain VI-Individual Variations Standard Area B: Emotion	Content Standard 3: Domains of emotional behavior Students are able to (performance standards): 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Instructional Focus

Unit Enduring Understandings

- Motivation is the need to exhibit behaviors that move on closer to a goal.
- Instincts are fixed behaviors that are unlearned.

- Human are driven to reduce physiological needs in an attempt to reach homeostasis.
- Hunger is the greatest human motivator.
- Emotions are experienced through physiologic arousal, expressive behavior and cognition.
- Stress is the process by which we perceive and respond to stressors (the environment).

Unit Essential Questions:

- In what ways are humans motivated to behave?
- What methods of motivation are more effective than others?
- How can one increase his or her motivation to behave in various ways?
- What is the role of hunger in motivating behavior?
- How do maladaptive eating patterns affect behavior?
- What role do emotions play in behavior?
- How do cognitions affect emotions?

Objectives:

Students will be able to:

- Discuss the similarities of instinct and drive theories.
- Discuss the difference between drive theory and homeostasis.
- Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.
- Determine how psychologists measure achievement motivation.
- Identify ways we can motivate others to give their best efforts.
- Analyze how the body regulates weight so effectively.
- Differentiate between historical and modern cognitive theories of emotion.
- Identify the physiological changes that occur when people experience different emotions.
- Determine the criteria for assessing gender differences in emotional expression.

Evidence of Learning

Unit Quizzes

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

End-of-Unit Assessment – IDE Task and Questions

Competencies for 21 st Century Learners			
X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<p>Core Text: Ciccarelli, Sandra K., and J. Noland White. <i>Psychology – AP Edition</i>, 4th Ed. NJ: Pearson Education, 2015 (Ch. 9)</p> <p>Suggested Resources: MyPsychLab</p> <p>Dan Pink http://www.ted.com/talks/dan_pink_on_motivation#t-1080793</p> <p>Carole Dweck https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-4377 http://www.ted.com/playlists/301/why_we_do_the_things_we_do</p> <p>David McClelland http://www.abahe.co.uk/Free-En-Resources/Theories-of-Management/McClelland-Theory-of-Needs.pdf https://www.youtube.com/watch?v=5VD3DEf5y4o</p> <p>Articles https://learning.blogs.nytimes.com/2012/01/09/guest-post-helping-students-motivate-themselves/?nl=learning&emc=learninga2&_r=0 https://www.psychologytoday.com/blog/cant-buy-happiness/201301/can-money-buy-happiness-money-and-need-satisfaction</p> <p>Why we eat: https://drive.google.com/open?id=0BxpLQ8g2PdhEblFaazg1T0NxcXc</p>			

Unit 3: Research Methodology	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Psychology is an empirical discipline. Psychologists develop knowledge by engaging in scientific research. This research, in turn, provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior. In this unit students will learn how the scientific method is applied to the field of psychology. We will look at how psychologists use both naturalistic and laboratory settings to gather information about human behavior. Students will evaluate different methods of research and identify when each should be used. Students will also gain an understanding of how psychological research is quantified and what conclusions can be made from the data. Students will also be exposed to issues of ethics and the standards to which all psychological research is held to.</p>	
Recommended Pacing: 6 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.1 2.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-1 2.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-1 2.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-1 2.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-1 2.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-1 2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11- 12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12 .2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12 .7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12 .8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12 .9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12 .10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain I – Scientific Inquiry Standard Area C: Research Methods, Measurement, and Statistics	Content Standard 1: Research methods and measurements used to study behavior and mental processes Students are able to (performance standards): 1.1 Describe the scientific method and its role in psychology 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity 1.4 Discuss how and why psychologists use non-human animals in research
Domain I – Scientific Inquiry Standard Area C: Research Methods, Measurement, and Statistics	Content Standard 2: Ethical issues in research with human and non-human animals Students are able to (performance standards): 2.1 Identify ethical standards psychologists must address regarding research with human participants 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals
Domain I – Scientific Inquiry Standard Area C: Research Methods, Measurement, and Statistics	Content Standard 3: Basic concepts of data analysis Students are able to (performance standards): 3.1 Define descriptive statistics and explain how they are used by psychological scientists 3.2 Define forms of qualitative data and explain how they are used by psychological scientists 3.3 Define correlation coefficients and explain their appropriate interpretation

	<p>3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods</p> <p>3.5 Explain other statistical concepts, such as statistical significance and effect size</p> <p>3.6 Explain how validity and reliability of observations and measurements relate to data analysis</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● In order for psychology to be considered a science, scientific research models must be used in research. ● Statistics are necessary in research to produce reliable findings. ● In psychological research, ethical standards must be followed in order to protect the rights and integrity of humans and animals. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● How do psychologists use the scientific method to study behavior and mental processes? ● Which methods of research are appropriate for the study of different behaviors? ● How do psychologists draw appropriate conclusions about behavior from research? ● How do psychologists make ethical decisions about researching behavior with human and animal subjects? 	
Objectives:	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the advantage of research over other ways of knowing. ● Discuss the advantages and disadvantages of case study research. ● Discuss the advantages and disadvantages of naturalistic observations. ● Discuss the advantages and disadvantages of survey research. ● Evaluate why correlational research does not yield causal conclusions. ● Identify the elements of an experiment. ● Apply elements of an experiment to different situations. ● Evaluate the importance of ethics in research. ● Evaluate the importance of statistics in research. 	
Evidence of Learning	
<p>Assessments:</p> <p>Journal Assignments</p> <p>Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:</p> <ul style="list-style-type: none"> ■ Student reflection on readings ■ Class discussion & activities ■ Personal experiences ■ Recent news or television broadcasts ■ Scholarly Journal and Internet research 	

Unit Review Notecards

End-of-Unit Assessment - Free Response

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 1)

Suggested Resources: MyPsychLab

Unit 4: Neuroscience and the Biological Processes

Content Area: Social Studies

Course and Grade Level: AP Psychology Grades 11 and 12

Summary and Rationale

This unit is an introduction to the relationship between physiological processes and behavior — including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior. Understanding how the brain, the nerves, and the glands interact to control feelings, thoughts, and behavior allows us to truly understand the complex organism called a human being. In this unit students will specifically learn how the somatic and autonomic nervous systems allow people and animals to interact with their surroundings. Students will also look at how psychologists study the brain and what discoveries and progress has been made as a result. (understanding traumatic brain injuries, left vs right brain, attention-deficit/hyperactivity disorder)

Recommended Pacing: 10 Class Periods

State Standards

CPI #	
CCSS.ELA-Literacy.WHST.11.1 2.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-1 2.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-1 2.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-1 2.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-1 2.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-1 2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11- 12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12 .2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12 .7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12 .8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12 .9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12 .10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain II-Biopsychology Standard Area A: Biological Bases of Behavior	<p>Content Standard 1: Structure and function of the nervous system in human and non-human animals</p> <p>Students are able to (performance standards):</p> <p>1.1 Identify the major divisions and subdivisions of the human nervous system</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system</p> <p>1.4 Describe lateralization of brain functions</p> <p>1.5 Discuss the mechanisms and the importance of plasticity of the nervous system</p>
Domain II-Biopsychology Standard Area A: Biological Bases of Behavior	<p>Content Standard 2: Structure and function of the endocrine system</p> <p>Students are able to (performance standards):</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system</p> <p>2.2 Describe the effects of hormones on behavior and mental processes</p> <p>2.3 Describe hormone effects on the immune system</p>
Domain II-Biopsychology Standard Area A: Biological Bases of Behavior	<p>Content Standard 3: The interaction between biological factors and experience</p> <p>Students are able to (performance standards):</p> <p>3.1 Describe concepts in genetic transmission</p>

	3.2 Describe the interactive effects of heredity and environment 3.3 Explain how evolved tendencies influence behavior
Domain II-Biopsychology Standard Area A: Biological Bases of Behavior	Content Standard 4: Methods and issues related to biological advances Students are able to (performance standards): 4.1 Identify tools used to study the nervous system 4.2 Describe advances made in neuroscience 4.3 Discuss issues related to scientific advances in neuroscience and genetics
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Neural communication is the basis for all biological communication. • The nervous system and the endocrine system do not work independently of one another. • Recent findings indicate the brain retains more plasticity over time than originally believed. • Most of what is known about the brain has been discovered in the past 25 years. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do biological processes relate to behavior? • How do the biological processes work to create and sustain behavior? • How does damage to a biological process or part affect behavior? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> • Explain the process of neural communication. • Explain how neurotransmitters work. • Delineate the different steps of the neural chain. • Analyze the difference between the neural and hormonal systems. • Identify the parts of the brain and the functions of each. • Describe the different types of brain scans. • Determine the role of genetics in influencing human behavior. 	
Evidence of Learning	
Assessments: Common Assessment I: <i>Application of Diagnostic Process for Traumatic Brain Injury</i> Socratic Seminar Discussion Journal Assignments Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following: <ul style="list-style-type: none"> ■ Student reflection on readings ■ Class discussion & activities ■ Personal experiences ■ Recent news or television broadcasts 	

- Scholarly Journal and Internet research

Unit Review Notecards

End-of-Unit Assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 2)

Suggested Resources: MyPsychLab

Crash Course Video: <https://www.youtube.com/watch?v=vHrmiy4W9C0>

Split Brain Article <http://www.nature.com/news/the-split-brain-a-tale-of-two-halves-1.10213>

Split Brain Video

<https://www.youtube.com/watch?v=lfGwsAdS9Dc&index=6&list=PLA5021F1811E2C470>

PBS Frontline. A League of Denial. <http://www.pbs.org/wgbh/frontline/film/league-of-denial/>

Concussion Video TED Talk https://www.youtube.com/watch?v=h_jPIA2qLX4

Video of brain <https://www.youtube.com/watch?v=jHxyP-nUhUY>

Second Brain <https://www.youtube.com/watch?v=T3Ftj5E90tY&feature=youtu.be>

Unit 5: Sensation and Perception	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Without sensations to tell us what is outside our own mental world, we would live entirely in our own minds, separate from one another and unable to find food or any other basics that sustain life. Sensations are the mind's window to the world that exists around us. Without perception, we would be unable to understand what all those sensations mean- perception is the process of interpreting the sensations we experience so that we can act upon them. In this unit students will gain an understanding of how our senses work and how they allow us to experience the sense of touch, pain, motion, and balance. Students will specifically analyze Gestalt principles and identify the way in which visual illusions influence and alter perception.</p>	
Recommended Pacing: 10 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.1 2.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve

	a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain II-Biopsychology Standard Area B: Sensation and Perception	<p>Content Standard 1: The processes of sensation and perception Students are able to (performance standards):</p> <p>1.1 Discuss processes of sensation and perception and how they interact</p> <p>1.2 Explain the concepts of threshold and adaptation</p>
Domain II-Biopsychology Standard Area B: Sensation and Perception	<p>Content Standard 2: The capabilities and limitations of sensory processes Students are able to (performance standards):</p> <p>2.1 List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors</p> <p>2.2 Describe the visual sensory system</p> <p>2.3 Describe the auditory sensory system</p> <p>2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)</p>
Domain II-Biopsychology Standard Area B: Sensation and Perception	<p>Content Standard 3: Interaction of the person and the environment in determining perception Students are able to (performance standards):</p> <p>3.1 Explain Gestalt principles of perception</p> <p>3.2 Describe binocular and monocular depth cues</p> <p>3.3 Describe the importance of perceptual constancies</p> <p>3.4 Describe perceptual illusions</p> <p>3.5 Describe the nature of attention</p> <p>3.6 Explain how experiences and expectations influence perception</p>

Instructional Focus
<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Sensation and perception are part of the same continuous process. ● Humans process through selective attention. ● Much of what humans process happens at an unconscious level. ● Humans use dual processing to process information whereas computers use serial processing. ● Taste and smell are the chemical senses.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How do the five senses receive and translate signals to the brain for processing? ● How does each of the senses affect behavior? ● What are the limitations of each sense and how do those limitations affect behavior? ● How do sensation and perception differ? ● How does the brain process sensory signals accurately? Inaccurately?
<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine the significance of signal detection theory in modern psychology. ● Identify the major components of the visual system and the function of each. ● Identify the major components of the auditory system and the function of each. ● Identify the four basic tastes. ● Discuss the differences among the senses of taste, smell, and flavor. ● Identify the two body senses and contrast one with the other. ● Identify the views of the Gestalt psychologists related to perceptual phenomena. ● Understand how depth perception influences behavior. ● Appreciate the effect of constancy and context on daily life. ● Analyze the effect of perceptual set on everyday sensory experience.
Evidence of Learning
<p>Assessments:</p> <p>Journal Assignments</p> <p>Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:</p> <ul style="list-style-type: none"> ■ Student reflection on readings ■ Class discussion & activities ■ Personal experiences ■ Recent news or television broadcasts ■ Scholarly Journal and Internet research <p>Problem Based Tasks and Open Ended Questions</p> <p>Unit Review Notecards</p> <p>End-of-Unit Assessment - Multiple Choice Test</p>

Competencies for 21 st Century Learners			
X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<p>Core Text: Ciccarelli, Sandra K., and J. Noland White. <i>Psychology – AP Edition</i>, 4th Ed. NJ: Pearson Education, 2015 (Ch. 3)</p> <p>Suggested Resources: MyPsychLab Test for Supertasters http://www.bbc.co.uk/guides/ztk49j6 Gold and White Dress http://www.independent.co.uk/news/science/what-colour-is-the-dress-blue-and-black-or-white-and-gold-whatever-you-see-says-a-lot-about-you-10074490.html Hearing Threshold https://www.youtube.com/watch?v=bWpSePfbTxc The Eye https://faculty.washington.edu/chudler/chvision.html Subliminal Messaging http://www.umich.edu/~onebook/pages/frames/historySet.html</p>			

Unit 6: States of Consciousness	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>To understand consciousness is to understand what it means to be who we are. Waking, sleeping, eating, dreaming, day dreaming, and other forms of conscious awareness make up the better part of the human experience. Lack of sleep may increase the likelihood of diabetes, interfere with the onset of puberty changes, decrease memory for learning, and increase weight gain. An understanding of the workings of the conscious mind is important to both our mental and or physical well-being. In this unit students will identify the different stages of sleep and how sleep disorders interfere with everyday life. Students will also evaluate the different theories of why we dream. This unit will also provide students with an understanding of how stimulants and depressants affect consciousness and the dangers of taking them.</p>	
Recommended Pacing: 5 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.1 1-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.1 1-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.1 1-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-1 2.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-1 2.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-1 2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-1 2.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-1 2.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-1 2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11- 12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11- 12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain II- Biopsychology Standard Area C: Consciousness	Content Standard 1: The relationship between conscious and unconscious processes Students are able to (performance standards): 1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)
Domain II- Biopsychology Standard Area C: Consciousness	Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to (performance standards) 2.1 Describe the circadian rhythm and its relation to sleep 2.2 Describe the sleep cycle 2.3 Compare theories about the functions of sleep 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams
Domain II- Biopsychology Standard Area C: Consciousness	Content Standard 3: Categories of psychoactive drugs and their effects Students are able to (performance standards): 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects of psychoactive drugs 3.4 Explain how culture and expectations influence the use and experience of drugs
Domain II- Biopsychology Standard Area C: Consciousness	Content Standard 4: Other states of consciousness Students are able to (performance standards) 4.1 Describe meditation and relaxation and their effects

	4.2 Describe hypnosis and controversies surrounding its nature and use 4.3 Describe flow states
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Consciousness is our awareness of ourselves and our environment. ● The study of consciousness includes sleep, hypnosis and the effects of psychoactive drugs. ● Adequate, daily sleep is a vital part of overall health. ● Stage 4 sleep is necessary for cell rejuvenation and REM sleep is necessary for feeling rested upon waking. ● Drugs work on neurons to impair or heighten the nervous systems 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● How do psychologists define consciousness? ● What happens during the sleep cycle? ● What roles do REM and NREM sleep play in behavior? ● How does lack of sleep affect behavior? ● How do psychoactive drugs affect behavior? ● How do we know whether hypnosis is a real psychological phenomenon? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> ● Define consciousness. ● Describe the different stages of sleep. ● Analyze the different theories of dreaming. ● Determine the common sleep disorders and their consequences. ● Differentiate between the different theories of hypnosis. ● Analyze why psychologists are suspicious of hypnotically enhanced memories. ● Describe psychoactive drugs and their effects. ● Differentiate among the different types of psychoactive drugs and their effects. ● Analyze the consequences of addiction, tolerance, and withdrawal. 	
Evidence of Learning	
Assessments: Journal Assignments Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following: <ul style="list-style-type: none"> ■ Student reflection on readings ■ Class discussion & activities ■ Personal experiences ■ Recent news or television broadcasts ■ Scholarly Journal and Internet research 	
Unit Review Notecards IDE Tasks and Question	

Dream Log Analysis			
End-of-Unit Assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
Core Text: Ciccarelli, Sandra K., and J. Noland White. <i>Psychology – AP Edition</i> , 4 th Ed. NJ: Pearson Education, 2015 (Ch. 4)			
Suggested Resources: MyPsychLab			

Unit 7: Developmental Psychology	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Beginning to understand how we come to be the people we are is a critical step in understanding ourselves as we are today, and who we may become as we grow older. From the moment of conception, each of us is headed down a pathway of change influenced by our biology, environment, and social interactions. In this unit we will look at the influences that help determine our developmental pathway through life. Discussion will evaluate the interaction of nature and nurture in the determination of behavior by examining heredity and environmental factors and their influence on human development. Students will identify and evaluate prominent theories of development such as those of Piaget, Vygotsky, Erickson, and Harlow. As they examine development over the lifespan students will be able to apply the stages and theories to their own personal development giving them a firsthand perspective on the topics covered in this unit.</p>	
Recommended Pacing: 8 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 1: Methods and issues in life span development Students are able to (performance standards): 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development 1.2 Explain issues of continuity/discontinuity and stability/ change 1.3 Distinguish methods used to study development 1.4 Describe the role of sensitive and critical periods in development 1.5 Discuss issues related to the end of life
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 2: Theories of life span development Students are able to (performance standards): 2.1 Discuss theories of cognitive development 2.2 Discuss theories of moral development 2.3 Discuss theories of social development
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 3: Prenatal development and the newborn Students are able to (performance standards): 3.1 Describe physical development from conception through birth and identify influences on prenatal development 3.2 Describe newborns' reflexes, temperament, and abilities
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 4: Infancy (i.e., the first two years of life) Students are able to (performance standards): 4.1 Describe physical and motor development 4.2 Describe how infant perceptual abilities and intelligence develop 4.3 Describe the development of attachment and the role of the caregiver 4.4 Describe the development of communication and language

Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 5: Childhood Students are able to (performance standards): 5.1 Describe physical and motor development 5.2 Describe how memory and thinking ability develops 5.3 Describe social, cultural, and emotional development through childhood
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 6: Adolescence Students are able to (performance standards): 6.1 Identify major physical changes 6.2 Describe the development of reasoning and morality 6.3 Describe identity formation 6.4 Discuss the role of family and peers in adolescent development
Domain III- Development and Learning Standard Area B: Life Span Development	Content Standard 7: Adulthood and aging Students are able to (performance standards): 7.1 Identify major physical changes associated with adulthood and aging 7.2 Describe cognitive changes in adulthood and aging 7.3 Discuss social, cultural, and emotional issues in aging
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Human continue to develop physically, cognitively and socially throughout life. Maturation is the biological order in which humans develop. Attachment is necessary for survival. Both a biological and social clock impact human development. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> How do people grow and develop physically throughout the life span? How do people grow and develop intellectually throughout the life span? How do people grow and develop socially throughout the life span? How do people grow and develop morally throughout the life span? How do people grow and develop personality throughout the life span? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> Describe the physical development of infants and children from conception to puberty. Analyze the cognitive development of infants and children. Evaluate the importance of social development in infants and children. Define adolescence and evaluate how adolescence has changed over the last century. Summarize the physical changes that occur during adolescence. Analyze how the reasoning ability of adolescents differs from that of children. Describe and analyze Kohlberg's theory of moral reasoning. Describe how nature and nurture affect behavior. Describe how developmental psychologists research development over the life span. Analyze how sex roles influence individual and social behavior throughout the lifespan. 	
Evidence of Learning	

Assessments:**Common Assessment 2 – Baby Book Project****Journal Assignments**

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards**End-of-Unit Assessment****Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Saundra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 8)

Suggested Resources: MyPsychLab

Unit 8: Memory	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Without memory, how would we be able to learn anything? The ability to learn is the key to our very survival, and we cannot learn unless we remember what happened the last time a particular situation arose. Why study forgetting? If we can learn about the ways in which we forget information, we can apply that learning so that unintended forgetting occurs less frequently. In this unit students will look at the three processes of memory and analyze the different models of how each work. Students will gain an understanding of how memories are formed, retrieved, as well as forgotten. Students will also make connections between how our memory works and everyday factors such as sleep, diet, and exercise.</p>	
Recommended Pacing: 7 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.1 1-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.1 1-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-1 2.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-1 2.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-1 2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-1 2.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-1 2.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-1 2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11- 12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11- 12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11- 12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain V-Cognition Standard Area A: Memory	Content Standard 1: Encoding of memory Students are able to (performance standards): 1.1 Identify factors that influence encoding 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing 1.3 Discuss strategies for improving the encoding of memory
Domain V-Cognition Standard Area A: Memory	Content Standard 2: Storage of memory Students are able to (performance standards): 2.1 Describe the differences between working memory and long-term memory 2.2 Identify and explain biological processes related to how memory is stored 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias) 2.4 Discuss strategies for improving the storage of memories
Domain V-Cognition Standard Area A: Memory	Content Standard 3: Retrieval of memory Students are able to (performance standards): 3.1 Analyze the importance of retrieval cues in memory 3.2 Explain the role that interference plays in retrieval 3.3 Discuss the factors influencing how memories are retrieved 3.4 Explain how memories can be malleable 3.5 Discuss strategies for improving the retrieval of memories

Instructional Focus

Unit Enduring Understandings

- Memory: Information, processing, storage, retrieval
- Accuracy of Memory

Unit Essential Questions:

- How do humans encode, store, and retrieve information from memory?
- How can humans enhance memory encoding, storage, and retrieval?

Objectives:

Students will be able to:

- Analyze how humans encode, store, and retrieve information in memory.

- Apply memory enhancement techniques to everyday life.

Evidence of Learning

Assessments:

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

End-of-Unit Assessment – Free Response

Common Assessment # 3 – Midyear Review

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 6)

Suggested Resources: MyPsychLab

Unit 9: Learning	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>If we had not been able to learn, we would have died out as a species long ago. Learning is the process that allows us to adapt to the changing conditions of the world around us. We can alter our actions until we find the behavior that leads us to survival and rewards, and we can eliminate actions that have been unsuccessful in the past. Without learning, there would be no buildings, no agriculture, no life-saving medicines, and no human civilization. In this unit students will learn the principles of Classical and Operant Conditioning. Students will gain an understanding of how Operant and Classical conditioning were first studied and how our understanding of the learning process has changed and improved over time. Students will also make connections to how these learning principles are applied to everyday life.</p>	
Recommended Pacing: 8 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.1 1-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.1 1-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.1 1-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-1 2.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-1 2.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-1 2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-1 2.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-1 2.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-1 2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11- 12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11- 12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain III-Development and Learning Standard Area A: Learning	Content Standard 1: Classical conditioning Students are able to (performance standards): 1.1 Describe the principles of classical conditioning 1.2 Describe clinical and experimental examples of classical conditioning 1.3 Apply classical conditioning to everyday life Development and Learning Domain
Domain III-Development and Learning Standard Area A: Learning	Content Standard 2: Operant conditioning Students are able to (performance standards): 2.1 Describe the Law of Effect 2.2 Describe the principles of operant conditioning 2.3 Describe clinical and experimental examples of operant conditioning 2.4 Apply operant conditioning to everyday life
Domain III-Development and Learning Standard Area A: Learning	Content Standard 3: Observational and cognitive learning Students are able to (performance standards): 3.1 Describe the principles of observational and cognitive learning 3.2 Apply observational and cognitive learning to everyday life

Instructional Focus

Unit Enduring Understandings

- Learning is a behavior change due to an experience.
- There are three basic types of learning: Classical conditioning, operant conditioning, and observational learning.
- Learning has staying power

Unit Essential Questions:

- How do psychologists define learning?
- How do principles of classical conditioning work to create learning?
- In what ways does classical conditioning work in human contexts?

- How do principles of operant conditioning work to create learning?
- In what ways does operant conditioning work in human contexts?
- How do principles of observational learning work to create learning?
- In what ways does observational learning work in human contexts?
- How are the various principles discussed different and similar?

Objectives:

Students will be able to:

- Describe the elements of classical conditioning.
- Apply classical conditioning to different situations.
- Describe the elements of operant conditioning.
- Differentiate among the various forms of reinforcement and punishment.
- Apply elements of operant conditioning to different situations.
- Describe observational learning.
- Describe how biology influences learning.
- Describe how cognition influences learning.

Evidence of Learning

Assessments:

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

Multiple Choice Quizzes

End-of-Unit Assessment – IDE Tasks

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 5)

Suggested Resources: MyPsychLab

Crash Course How to Train the Brain https://www.youtube.com/watch?v=qG2SwE_6uVM

Unit 10: Cognition, Testing, and Individual Difference

Content Area: Social Studies

Course and Grade Level: AP Psychology Grades 11 and 12

Summary and Rationale

To fully understand how we do any of the things we do (such as learning, remembering, and behaving), we need to understand how we think. How do we organize our thoughts? How do we communicate those thoughts to others? Thinking, or cognition, is mental activity that occurs in the brain when information is being organized, stored, communicated, or processed. In this unit students will examine the process of thinking and the concepts and mental images that are a part of the process. The methods that people use to solve problems and make decisions such as problem solving, mechanical solutions, algorithms, and heuristic strategy, and insight will be examined and evaluated. Students will be able to gain insight on their own cognitive processes.

What does it mean to be “smart”? Is this the same as being intelligent? What do we mean by intelligence? Why are some people able to learn so much faster than others? There is also the question of how intelligence is measured. This unit will focus on comparing and contrasting both historic and contemporary theories of intelligence, as well as the varying types of measured intelligence. Students will understand how psychologists assess intelligence by examining how intelligence tests are designed and the issues related to test construction and fair use versus bias, and apply this knowledge while examining actual intelligence tests such as the Stanford-Binet and WAIS intelligence tests. Students will also evaluate the differing opinions of the specific knowledge and abilities that make up the concept of intelligence such as those of Spearman, Gardner, Sternberg, Wechsler, and Binet.

Recommended Pacing: 8 Class Periods

State Standards

CPI #	
CCSS.ELA-Literacy.WHST.11.1 2.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11- 12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11- 12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11- 12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain V-Cognition Standard Area B: Thinking	Content Standard 1: Basic elements comprising thought Students are able to (performance standards): 1.1 Define cognitive processes involved in understanding information 1.2 Define processes involved in problem solving and decision making 1.3 Discuss non-human problem-solving abilities
Domain V-Cognition Standard Area B: Thinking	Content Standard 2: Obstacles related to thought Students are able to (performance standards): 2.1 Describe obstacles to problem solving 2.2 Describe obstacles to decision making 2.3 Describe obstacles to making good judgments
Domain V-Cognition Standard Area C: Intelligence	Content Standard 1: Perspectives on intelligence Students are able to (performance standards): 1.1 Discuss intelligence as a general factor 1.2 Discuss alternative conceptualizations of intelligence

	1.3 Describe the extremes of intelligence
Domain V-Cognition Standard Area C: Intelligence	Content Standard 2: Assessment of intelligence Students are able to (performance standards): 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness 2.2 Identify current methods of assessing human abilities 2.3 Identify measures of and data on reliability and validity for intelligence test scores
Domain V-Cognition Standard Area C: Intelligence	Content Standard 3: Issues in intelligence Students are able to (performance standards): 3.1 Discuss issues related to the consequences of intelligence testing 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The way humans think. • Acquiring language and the use of language. • Flaws/errors in the thinking process. • Intelligence is the ability to learn new things, solve problems and adapt to new situations. • There are two major theories on intelligence: one general ability versus many specific attributes. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do humans think? • In what ways is thinking flawed or constrained? How can people avoid falling for these errors in thinking? • How do humans acquire language? • How do humans use language to communicate ideas? • How is language flawed or constrained? How can people avoid falling for these errors in using language? • How do psychologists define and study intelligence? • How did the use of intelligence tests evolve throughout the last two centuries? • How do testing scores differ between group administrations and individual administrations of intelligence tests? Between genders? Races? Socioeconomic groups? How do psychologists know whether a test is reliable and/or valid? Why are these qualities of tests important? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> • Describe the characteristics of language and evaluate the importance of language. • Define a concept, explaining why it is useful to problem solving. • Differentiate between algorithms and heuristics. 	

- Analyze how fixation, confirmation bias, heuristics, overconfidence, framing, and belief perseverance influence the ability to solve problems.
- Compare and contrast Gardner's and Sternberg's theories of intelligence.
- Evaluate Alfred Binet's contribution to intelligence testing.
- Evaluate Lewis Terman's role in the development of intelligence testing.
- Describe David Weschler's contribution to intelligence testing.
- Explain how group tests of intelligence differ from individual tests.
- Differentiate between an aptitude test and an achievement test.
- Explain the difference between reliability and validity.
- Analyze the reasons for the differences in test scores among people of different genders, races, and ethnic groups.

Evidence of Learning

Assessments:

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

End-of-Unit Assessment - Multiple Choice Test

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Ch. 7)

Suggested Resources: MyPsychLab

Unit 11: Social Psychology	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>If people lived in total isolation from others, there would be no reason to study the effect that other people have on the behavior of individuals and groups. But human beings are social creatures- we live with others, work with others, and play with others. The people who surround us all of our lives have an impact on our beliefs and values, decisions and assumptions, and the way we think about ourselves and about other people in general. Social Psychology examines questions such as: Why are some people prejudiced toward certain other people? Why do we obey some people but not others? What causes us to like, to love, or to hate others? This unit will explain how individuals respond to the expectations of others, including groupthink, conformity, and obedience to authority which will allow students to predict the impact of the presence of others on individual behavior. The unit will enable students to describe the structure and function of different kinds of group behavior giving them insight into the social brain.</p>	
Recommended Pacing: 9 Class Days	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHS T.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHS T.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHS T.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHS T.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11 -12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11 -12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.1 1-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.1 1-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.1 1-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.1 1-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST. 11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain IV-Sociocultural Context Standard Area A: Social Interactions	Content Standard 1: Social cognition Students are able to (performance standards): 1.1 Describe attributional explanations of behavior 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior 1.3 Identify persuasive methods used to change attitudes
Domain IV-Sociocultural Context Standard Area A: Social Interactions	Content Standard 2: Social influence Students are able to (performance standards): 2.1 Describe the power of the situation 2.2 Describe effects of others' presence on individuals' behavior 2.3 Describe how group dynamics influence behavior 2.4 Discuss how an individual influences group behavior
Domain IV-Sociocultural Context Standard Area A: Social Interactions	Content Standard 3: Social relations Students are able to (performance standards): 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination 3.2 Describe determinants of prosocial behavior 3.3 Discuss influences upon aggression and conflict 3.4 Discuss factors influencing attraction and relationships
Domain IV-Sociocultural Context Standard Area B: Sociocultural Diversity Domain IV-Sociocultural Context	Content Standard 1: Social and cultural diversity Students are able to (performance standards): 1.1 Define culture and diversity 1.2 Identify how cultures change over time and vary within nations and internationally 1.3 Discuss the relationship between culture and conceptions of self and identity 1.4 Discuss psychological research examining race and ethnicity

Standard Area B: Sociocultural Diversity	1.5 Discuss psychological research examining socioeconomic status 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination
Domain IV-Sociocultural Context Standard Area B: Sociocultural Diversity	Content Standard 2: Diversity among individuals Students are able to (performance standards): 2.1 Discuss psychological research examining gender identity 2.2 Discuss psychological research examining diversity in sexual orientation 2.3 Compare and contrast gender identity and sexual orientation 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Social psychology is the study of the individual in a group setting or perceived presence of others. • Groups influence the individual positively and negatively. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do people explain (or attribute) the behavior of others? • What impact do these attributions have on individuals and society as a whole? • How are individuals affected by groups? • Under what conditions do people obey, conform, make friendships, find love, and help others? • How do attitudes and actions influence individual and group behavior? • How do psychologists define culture? What influence does culture have on individuals and groups? 	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> • Differentiate between situational and dispositional attribution. • Identify the conditions in which people are more likely to conform and obey. • Determine how the presence of others influences actions. • Evaluate why people are attracted to each other. • Describe the conditions under which people are more likely to help others. • Differentiate among the terms prejudice, stereotype, and discrimination. • Determine the biological and social contributors to aggressive behavior. • Define culture and how it develops. 	

Evidence of Learning

Assessments:

Altruism Assignment

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

IDE Tasks and Questions

End-of-Unit Assessment - Multiple Choice Test

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Saundra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015

Suggested Resources: MyPsychLab

A Class Divided Documentary <http://www.pbs.org/wgbh/frontline/film/class-divided/>

Gina Perry Interview on Milgram Study <http://www.all-about-psychology.com/gina-perry.html>

Unit 12: Personality, Stress, and Health	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>Personality is the sum total of who you are - your attitudes and reactions, both physical and emotional. It is what makes each person different from every other person in the world. This unit will look at the different theories in how our personality develops, and students will compare and contrast the major theories and approaches to explaining personality. Cultural context will also be examined as students will speculate how it can facilitate or constrain personality development. Students will also be able to apply the psychological assessment knowledge they gained in Unit 2 as they evaluate the test quality of frequently used personality assessments based on their reliability and validity.</p> <p>Stress is not a rare experience but something that all people encounter in varying degrees every day. This unit will explore the sources of stress in daily life, the factors that can make the experiences easier or more difficult, and the ways that stress influences our physical and mental health. The unit will focus on both external and psychological factors that cause stress as well as the physiological impact that stress has on both the body and immune system. While examining how cognitive and personality differences affect individual experiences of stress students will be able to evaluate their own experiences with stress and the factors that have impacted their individual experiences. Additionally, coping with stress will be examined as students evaluate and apply various coping mechanisms to their own personal stressors.</p>	
Recommended Pacing: 7 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.1 11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST. 11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST. 11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST. 11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST. 11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11- 12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11- 12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11- 12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11- 12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11- 12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11- 12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
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CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

APA National Standards for High School Psychology

Domain	
Domain VI -Individual Variations Standard Area C: Personality	Content Standard 1: Perspectives on personality Students are able to (performance standards): 1.1 Evaluate psychodynamic theories 1.2 Evaluate trait theories 1.3 Evaluate humanistic theories 1.4 Evaluate social–cognitive theories
Domain VI -Individual Variations Standard Area C: Personality	Content Standard 2: Assessment of personality Students are able to (performance standards): 2.1 Differentiate personality assessment techniques 2.2 Discuss the reliability and validity of personality assessment techniques
Domain VI -Individual Variations Standard Area C: Personality	Content Standard 3: Issues in personality Students are able to (performance standards): 3.1 Discuss biological and situational influences 3.2 Discuss stability and change 3.3 Discuss connections to health and work 3.4 Discuss self-concept 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality
Domain VII- Applications of Psychological Science Standard Area A: Health	<u>Content Standards With Performance Standards</u> Content Standard 1: Stress and coping Students are able to (performance standards): 1.1 Define stress as a psychophysiological reaction

	1.2 Identify and explain potential sources of stress 1.3 Explain physiological and psychological consequences for health 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
Domain VII- Applications of Psychological Science Standard Area A: Health	Content Standard 2: Behaviors and attitudes that promote health Students are able to (performance standards): 2.1 Identify ways to promote mental health and physical fitness 2.2 Describe the characteristics of and factors that promote resilience and optimism 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Personality is a consistent pattern of thinking, feeling and behaving. ● The humanistic perspective focuses on the positives of the human condition. ● Biology and environment affect personality development. ● Influence of stress on health and behavior. ● Effects of stress and benefits of stress. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● How do psychologists define and study personality? ● What advantages and limitations exist for each theory's description of personality? ● How do psychologists reliably measure personality and interpret personality's role in behavior? ● How does stress influence health and behavior? ● How can people reduce stress? ● In what ways can stress be beneficial? <p>How do social factors affect the influence of stress on health and behavior?</p>	
Objectives:	
Students will be able to: <ul style="list-style-type: none"> ● Explain how the different perspectives—psychodynamic, humanistic, trait, and social-cultural—approach the study of personality. ● Evaluate the advantages and drawbacks of each theory of personality. ● Determine how psychologists assess personality according to the various perspectives. ● Define stress, identifying the emotional and physiological responses to stress. ● Evaluate how outlook and feelings of control influence health. ● Evaluate how social support and positive emotional experiences contribute to health and well-being. 	

Evidence of Learning

Assessments:

Journal Assignments

Journal assignments allow students the ability to think a little deeper about what is being covered. Journal assignments also give students the opportunity to go further with the information by allowing them to critically think and independently explore. Journal assignments may deal with some of the following:

- Student reflection on readings
- Class discussion & activities
- Personal experiences
- Recent news or television broadcasts
- Scholarly Journal and Internet research

Unit Review Notecards

End-of-Unit Assessment – Free Response

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Sandra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015 (Chapter 12)

Suggested Resources: MyPsychLab

Unit 13: Psychological Disorders and Treatments	
Content Area: Social Studies	
Course and Grade Level: AP Psychology Grades 11 and 12	
Summary and Rationale	
<p>The key to understanding psychological disorders is to develop an understanding of just what is meant by abnormal behavior and thinking. There are also just as many therapy methods as there are disorders. Correctly matching the type of therapy to the disorder can mean the difference between a cure or a crisis. This unit will describe contemporary and historical conceptions of what constitutes psychological disorders as well as evaluating the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.</p>	
Recommended Pacing: 10 Class Periods	
State Standards	
CPI #	
CCSS.ELA-Literacy.WHST.11.12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.1 1-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.1 1-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RI.11-1 2.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-1 2.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-LITERACY.SL.11-1 2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.SL.11-1 2.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.11-1 2.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-1 2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.RST.11- 12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-LITERACY.RST.11- 12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.RST.11- 12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
CCSS.ELA-LITERACY.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
CCSS.ELA-LITERACY.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
APA National Standards for High School Psychology	
Domain	
Domain VI-Individual Variations Standard Area D: Psychological Disorders	Content Standard 1: Perspectives on abnormal behavior Students are able to (performance standards): 1.1 Define psychologically abnormal behavior 1.2 Describe historical and cross-cultural views of abnormality 1.3 Describe major models of abnormality 1.4 Discuss how stigma relates to abnormal behavior 1.5 Discuss the impact of psychological disorders on the individual, family, and society
Domain VI-Individual Variations Standard Area D: Psychological Disorders	Content Standard 2: Categories of psychological disorders Students are able to (performance standards): 2.1 Describe the classification of psychological disorders 2.2 Discuss the challenges associated with diagnosis 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenia, mood, anxiety, and personality disorders) 2.4 Evaluate how different factors influence an individual's experience of psychological disorder
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Psychological disorders result in thoughts and behaviors that are deviant, distressful and dysfunctional. Deviant behavior is not consistent across cultures. A behavior is considered deviant if it is not exhibited by 68% of the people in a particular culture. Treatment for psychological disorders is ever evolving. There is no one set means of treatment. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> How do psychologists measure and define abnormal behavior? How are the various psychological disorders identified and studied? What impact do these psychological disorders have on individuals, families, communities, and society? 	

Objectives:**Students will be able to:**

- Identify the criteria psychologists use to diagnose psychological disorders.
- Differentiate among the different perspectives psychologists take to understand psychological disorders.
- Describe the characteristics of mood disorders.
- Describe the characteristics of anxiety disorders.
- Describe the characteristics of somatoform disorders.
- Describe the characteristics of dissociative disorders.
- Describe the characteristics of schizophrenia.
- Describe the characteristics of personality disorders.
- Describe the characteristics of brain-based disorders.
- Describe the different treatment options for the various types of psychological disorders.

Evidence of Learning**Assessments:****Journal Assignments**

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- Personal experiences
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- Scholarly Journal and Internet research

Common Assessment #4 – Group Therapy**Unit Review Notecards****End-of-Unit Assessment****Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communication
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Core Text: Ciccarelli, Saundra K., and J. Noland White. *Psychology – AP Edition*, 4th Ed. NJ: Pearson Education, 2015

Suggested Resources: MyPsychLab

Crash Courses:

Psychological Disorders: <https://www.youtube.com/watch?v=wuhJ-GkRRQc&index=28>

Anxiety Disorders: <https://www.youtube.com/watch?v=aX7jnVXXG5o&index=29>

Depressive and Bipolar Disorders:

<https://www.youtube.com/watch?v=ZwMIHkWKDwM&index=30>

Bi Polar Disorder <https://www.youtube.com/watch?v=4E1JiDFxFGk&index=34>

Schizophrenia and DID <https://www.youtube.com/watch?v=uxktavpRdzU&index=32>

DSM <http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

Can People have Multiple Personalities

<https://www.scientificamerican.com/article/can-people-have-multiple-personalities/>

Transference in Therapy

<http://www.thepsychfiles.com/2012/11/ep-185-the-dynamics-of-therapy-transference-and-counter-transference-an-interview-with-kerry-malawista/>

Equine Assisted Therapy (using horses in therapy)

<http://www.thepsychfiles.com/2007/09/episode-30-equine-assisted-therapy/>

Eye Movement Desensitization & reprocessing

<http://www.thepsychfiles.com/2007/06/episode-19-eye-movement-desensitization-and-reprocessing-an-interview-with-jamie-oneil/>

Did Therapy Really Work?

<http://www.thepsychfiles.com/2015/07/ep-243-did-your-therapy-really-work/>

Personal experience with mental illness, schizophrenia, trauma and family mental illness

<http://www.npr.org/2011/01/11/132743382/a-memoir-of-memory-mental-illness-and-trauma>

Research psychiatrist focusing on schizophrenia and manic depressive

<http://www.npr.org/templates/story/story.php?storyId=5346065>

Mental Health Madness

<http://www.npr.org/templates/story/story.php?storyId=5346062>

OCD, The Man Who Couldn't Stop

<http://www.npr.org/sections/health-shots/2015/01/12/376438311/why-ocd-is-miserable-a-science-reporters-obsession-with-contracting-hiv>

Man with Autism reflects on electric current treatment

<http://www.npr.org/sections/health-shots/2016/04/21/475112703/electric-currents-and-an-emotional-awakening-for-one-man-with-autism>

A psychiatrist's prescription for his profession

<http://www.npr.org/templates/story/story.php?storyId=128107547>

Childhood Schizophrenia <https://www.youtube.com/watch?v=Kb-6IzGAI1>

Treatment of Depression using shock therapy: TED talk

http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy#t-14599