

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Advanced Placement Psychology**

March 2012

*Approved by the Board of Education  
April 10, 2012*

**New Milford Board of Education**

Wendy Faulenbach, Chairperson  
Daniel Nichols, Vice Chairperson  
Daniele Shook, Secretary  
Lynette Celli Rigdon, Assistant Secretary  
Tom Brant  
David Lawson  
Thomas McSherry  
David R. Shaffer  
William Wellman

**Superintendent of Schools**

JeanAnn C. Paddyfote, Ph.D.

**Assistant Superintendent**

Maureen E. McLaughlin, Ph.D.

**New Milford High School Principal**

Greg P. Shugrue

**Author of Course Guide**

Wisdom Jarvis

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Advanced Placement Psychology**

The Advanced Placement (AP) Program provides an opportunity for high school students to pursue and receive credit for college-level course work at the secondary school level. Sponsored by the College Board, the program is based on the premise that college-level material can be taught successfully to able and well-prepared secondary school students. AP Program policies are determined by representatives of College Board member institutions and agencies throughout the country (public and independent secondary schools, colleges, and universities) and are implemented by the College Board. The content for high school psychology curricula is determined by the American Psychological Association.

The purpose of the Advanced Placement course in psychology is to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions.

## Pacing Guide

<b>Unit</b>	<b>Title (AP Test percentage)</b>	<b>Day(s)</b>	<b>Pages</b>
1	History and Approaches (2-4%)	1	7-9
2	Research Methods (8-10%)	4	10-12
3	Biological Bases of Behavior (8-10%)	4	13-15
4	Sensation and Perception (7-9%)	4	16-18
5	States of Consciousness (2-4%)	1	19-21
6	Learning (7-9%)	4	22-24
7	Cognition (8-10%)	4	25-27
8	Intelligence and Testing (5-7%)	3	28-30
9	Motivation and Emotion (7-9%)	3	31-33
10	Developmental Psychology (7-9%)	4	34-37
11	Personality (6-8%)	3	38-40
12	Stress and Coping (1-3%)	1	41-43
13	Abnormal Psychology & Treatment (14-18%)	7	44-47
14	Social Psychology (8-10%)	4	48-50

## **Common Core Standards Key**

NCSS = National Council for Social Studies

RH = Reading Standards for History

RST = Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST = Writing Standards for Literacy in Social Studies, Science, and  
Technical Subjects 6-12

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 1: History and Approaches	Course/Subject: AP Psychology Grade Level: 12 # of Days: 1
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <b>RH.2:</b> 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.</li> <li>• <b>RH.9:</b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b>WHST.1(b):</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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b>WHST.8:</b> 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 over-reliance on any one source and following a standard format for citation.</li> <li>• <b>NCSS IV b.:</b> Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that )	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is empirical.</li> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical context.</li> </ul>	<ul style="list-style-type: none"> <li>• How is psychology both a “hard” and a “soft” science?</li> <li>• What is the value of a discipline called psychology?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The progression of psychology from its roots up to modern day</li> <li>• Psychology’s different approaches and theoretical orientations</li> <li>• The reasons for studying psychology</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Explain the goals of psychology</li> <li>• Describe and compare the biological, behavioral, cognitive, socio-cultural, humanistic, psychodynamic, and evolutionary perspectives</li> <li>• Distinguish between the current approaches to psychology</li> <li>• Describe and discuss the subfields of psychology</li> </ul>	

<b>Character Attribute</b>																												
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>																												
<b>Technology Competency</b>																												
<ul style="list-style-type: none"> <li>• Students develop products using technology tools.</li> </ul>																												
<b>Develop Teaching and Learning Plan</b>																												
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher makes a PowerPoint presentation on the history, approaches, and subfields of psychology.</li> <li>• Teacher explains the differences between social and hard sciences.</li> </ul> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will take online assessments offered by the publisher of the adopted text.</li> <li>• Students will create digital or physical flash cards of the following terms:</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">-Applied Science</td> <td style="width: 33%;">-Evolutionary</td> <td style="width: 33%;">-Self-actualization</td> </tr> <tr> <td>-Basic Science</td> <td>-Free association</td> <td>-Socio-cultural</td> </tr> <tr> <td>-Behavioral</td> <td>-Functionalism</td> <td>-Stimulus-response</td> </tr> <tr> <td>-Biological</td> <td>-Humanistic</td> <td>-Stream of</td> </tr> <tr> <td>-Cognitive</td> <td>-Introspection</td> <td>consciousness</td> </tr> <tr> <td>-Clinical Psychology</td> <td>-Psychiatry</td> <td>-Structuralism</td> </tr> <tr> <td>-Dream</td> <td>-Psychoanalytic</td> <td>-Theory</td> </tr> <tr> <td>-Dualism</td> <td>-Psychodynamic</td> <td>-Unconscious</td> </tr> <tr> <td>-Empiricism</td> <td>-Scientific method</td> <td></td> </tr> </table>		-Applied Science	-Evolutionary	-Self-actualization	-Basic Science	-Free association	-Socio-cultural	-Behavioral	-Functionalism	-Stimulus-response	-Biological	-Humanistic	-Stream of	-Cognitive	-Introspection	consciousness	-Clinical Psychology	-Psychiatry	-Structuralism	-Dream	-Psychoanalytic	-Theory	-Dualism	-Psychodynamic	-Unconscious	-Empiricism	-Scientific method	
-Applied Science	-Evolutionary	-Self-actualization																										
-Basic Science	-Free association	-Socio-cultural																										
-Behavioral	-Functionalism	-Stimulus-response																										
-Biological	-Humanistic	-Stream of																										
-Cognitive	-Introspection	consciousness																										
-Clinical Psychology	-Psychiatry	-Structuralism																										
-Dream	-Psychoanalytic	-Theory																										
-Dualism	-Psychodynamic	-Unconscious																										
-Empiricism	-Scientific method																											
<b>Assessments</b>																												
<b>Performance Task</b>	<b>Other Evidence</b>																											
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results																											
	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quiz on approaches and prominent psychologists</li> <li>• Class discussion responses</li> </ul>																											



### Suggested Resources

- (n.d.). Retrieved from American Psychological Association: APA.org.
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. Teaching Tips for General Psychology. Huffman, K. (2008). *Psychology in Action*. Wiley.
- *Psychology Short Cuts: Classic Studies in Psychology 1* (2007). Video Education America.
- *Psyk.Trek: A Multimedia Advanced Placement Psychology* (1997). Brooks/Cole Publishing Company.
- *The Secret Life of the Brain*. (n.d.). Retrieved from PBS: [www.pbs.org/wnet/brain](http://www.pbs.org/wnet/brain)
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 2: Research Methods	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b>	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> <li>• <b><u>RH.2:</u></b> 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.</li> <li>• <b><u>RH.9:</u></b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b><u>RST.8:</u></b> 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.</li> <li>• <b><u>WHST.1(b):</u></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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b><u>WHST.8:</u></b> 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 over reliance on any one source and following a standard format for citation.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is empirical.</li> <li>• People’s experience of the world is highly subjective.</li> <li>• Research is affected by socio-historical and cultural context.</li> <li>• Understanding research methodology is imperative for being an informed consumer of science.</li> </ul>	<ul style="list-style-type: none"> <li>• How can generalizations about human behavior be made from animal research?</li> <li>• How do ethical restraints on research make research results only nominally meaningful?</li> <li>• At what point do the benefits of research outweigh moral implications?</li> </ul>

### Expected Performances

What students should know and be able to do

Students will know the following:

- The components of an experiment
- The three major types of research
- The concept of statistical significance
- The history and importance of the use of ethics in research
- The value of a case study
- The difference between APA and MLA styles

Students will be able to do the following:

- Explain the scientific process
- Explain the difference between descriptive and inferential statistics
- Name the different types of psychological research and some of the methodological hazards of doing each type
- Evaluate research and explain the difference between correlation and causation
- Explain common ethical concerns with human and other animal subjects
- Utilize APA style

### Character Attribute

- Citizenship

### Technology Competency

- Students develop products using technology tools.

### Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher makes a PowerPoint presentation on the types of research and the benefits and drawbacks of each.
- Teacher provides famous examples of research and experimentation and applies them to the content covered in a class discussion format.
- Teacher lectures or uses multimedia to introduce students to the fundamentals of APA style.

Learning Activities:

- Students will read an actual psychological study and write a summary and analysis of the study.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                          |                         |                           |
|--------------------------|-------------------------|---------------------------|
| -Case study              | -Frequency distribution | -Population               |
| -Central tendency        | -Independent Variable   | -Reliability              |
| -Control group           | -Inferential statistics | -Sample                   |
| -Correlation coefficient | -Longitudinal studies   | -Self-fulfilling prophecy |
| -Cross-sectional studies | -Mean                   | -Sampling bias            |
| -Curve                   | -Median                 | -Standard                 |
|                          | -Mode                   |                           |

-Dependent variable	-Naturalistic	-Statistical significance
-Descriptive statistics	-Normal	-Survey
-Deviation	-Observation	-Validity
-Experimenter Bias	-Placebo	

**Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Students will create an experiment.</p> <p><b>Role:</b> Researcher</p> <p><b>Audience:</b> Teacher and fellow students</p> <p><b>Situation:</b> Students will develop a psychological question to investigate and design an experiment to answer that question.</p> <p><b>Product:</b> Poster or PowerPoint outlining their proposed study</p> <p><b>Standards:</b> Social studies department graphic presentation rubric</p>	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quiz on research concepts</li> <li>• Class discussion responses</li> </ul>

**Suggested Resources**

- (n.d.). Retrieved from American Psychological Association: APA.org
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology*.
- Huffman, K. (2008). *Psychology in Action*. Wiley.
- *Psyk.Trek: A Multimedia Advanced Placement Psychology*. (1997). Brooks/Cole Publishing Company.
- *The Secret Life of the Brain*. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit.

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 3: Biological Bases of Behavior	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2</u>: 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.</li> <li>• <u>RH.9</u>: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b)</u>: 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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <u>WHST.8</u>: 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 over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is empirical.</li> <li>• Behavior is determined by multiple causes.</li> <li>• Heredity and environment jointly influence behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature or nurture – where do we fall on the spectrum and why?</li> <li>• When does society’s interference with natural selection make it obsolete?</li> <li>• Where is the line between animal and human behavior?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Structure and function of the neuron</li> <li>• Organization of the nervous system</li> <li>• Hierarchical organization of the structure and function of the brain</li> <li>• Technologies and clinical methods for studying the brain</li> <li>• Structure and function of the endocrine system</li> <li>• How heredity interacts with the environment to influence behavior</li> </ul>	

- How psychological mechanisms are influenced by evolution

Students will be able to do the following:

- Explain the structure and function of the neuron
- Identify the relationship of the important neurotransmitters and behavior
- Describe the central nervous system
- Distinguish the different nervous systems from each other
- Explain the interaction between the genetic reaction range and the environment and how it impacts behavior
- Describe how evolutionary psychology explains behavior

#### Character Attributes

- Citizenship

#### Technology Competencies

- Students develop products using technology tools.
- Gather data, examine patterns, and apply information to decision-making using electronic tools/resources.

#### Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher facilitates a class discussion which introduces the concept of the specialization of the different parts of the brain.
- Teacher gives a PowerPoint presentation summarizing the tasks of the parts of the brain and how each part has a psychological impact.

Learning Activities:

- Students will create a chart which summarizes the functions of the parts of a neuron.
- Students will create and use diagrams, models, and/or computer programs to identify the structure and function of different parts of the brain.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

-Action potential	-Hindbrain	-Peripheral
-Adrenal glands	-Hormones	Nervous System
-Axon	-Hypothalamus	-PET scan
-Brain	-Instinct	-Pituitary gland
-CAT scan	-Limbic system	-Pons
-Central Nervous system	-Lobes	-Reaction range
-Cerebellum	-Medulla	-Refractory period
-Cerebral cortex	-Midbrain	-Reuptake
-Cerebrum	-Myelin sheath	-Sociobiology
-Corpus callosum	-Natural selection	-Species specific
-Dendrite	-Nature vs. nature	-Spinal cord
-EKG	-Nervous System	-Sympathetic
-Endocrine system	-Neurons	-Synapse
	-Neuro-plasticity	-Thalamus

-Ethnology	-Neurotransmitters	-Thyroid
-Forebrain	-Parasympathetic	-Twin studies
-fMRI	Nervous System	
-Genetics		

**Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Students will learn the functions of the parts of the brain through creating a poster or model of the brain.</p> <p><b>Role:</b> Authority on brain functions</p> <p><b>Audience:</b> Teacher and fellow students</p> <p><b>Situation:</b> Student will research information and synthesize it into either a poster or model of the brain.</p> <p><b>Product:</b> Model or poster of the brain which includes pictures and descriptions of the tasks of the brain parts</p> <p><b>Standards for Success:</b> NMHS information literacy rubric or the social studies graphic presentation rubric</p>	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quiz on biological aspects of psychology</li> <li>• Class discussion responses</li> </ul>

**Suggested Resources**

- (n.d.). Retrieved from American Psychological Association: APA.org
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology*.
- Huffman, K. (2008). *Psychology in Action*. Wiley.
- *Psyk.Trek: A Multimedia Advanced Placement Psychology*. (1997). Brooks/Cole Publishing Company.
- *The Secret Life of the Brain*. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 4: Sensation and Perception	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <b><u>RH.2:</u></b> 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.</li> <li>• <b><u>RH.9:</u></b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b><u>WHST.1(b):</u></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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b><u>WHST.8:</u></b> 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 over reliance on any one source and following a standard format for citation.</li> <li>• <b><u>WHST.9:</u></b> Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Perception and behavior are shaped by an individual’s culture.</li> <li>• People’s experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• Is it possible for two people to experience a phenomenon in exactly the same way?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Basic concepts explaining the capabilities and limitations of sensory processes</li> <li>• Interaction of the person and the environment in determining perception</li> <li>• Nature of attention</li> </ul>	



Students will be able to do the following:

- Distinguish between sensory and perceptual processes
- Explain sensory processes such as adaptation and threshold
- Identify the relevant anatomical parts of the following senses: vision, hearing, smell, taste, and the skin and kinesthetic senses
- Explain optical illusions
- Clarify the perceptual processes for those senses as appropriate
- Explain why we feel pain

#### Character Attribute

- Citizenship

#### Technology Competency

- Students develop products using technology tools.

### Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher allocates and explains charts that give an overview of the senses and how they work.
- Teacher uses media to demonstrate the Spiral, Ames Room, and other illusions.

Learning Activities:

- Students will devise demonstrations that illustrate threshold, adaptation, and constancy.
- Students will participate in demonstrations of the Spiral and other illusions.
- Students will identify the physiological features common across all sensory systems (e.g., receptors, pathways to the brain, transduction).
- Students will label a diagram of the parts of the eye and ear and explain the role of each part.
- Students will explain the operation of other sensory systems, such as taste and touch.
- Students will use resources to find the blind spot in their vision created by the optic nerve.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:
  - Absolute threshold
  - Auditory nerve
  - Binocular fusion
  - Cones
  - Constancy
  - Decibels
  - Detection
  - Difference
  - ESP
  - Gestalt
  - Illusions
  - Kinesthesia
  - Lens
  - Motion
  - Muller-Lyer Illusion
  - Nearsightedness
  - Olfactory nerve
  - Optic nerve
  - Parallax
  - Perception
  - Pitch
  - Ponzo illusion
  - Psychophysics
  - Pupil
  - Referred pain
  - Retina
  - Retinal disparity
  - Rods
  - Sensation threshold
  - Signal detection
  - Spiral illusion
  - Stereopsis
  - Stroop effect
  - Subliminal
  - Vestibular system
  - Weber's law

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quizzes pertaining to sensation unit</li> <li>• Class discussion responses</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://www.pbs.org/wnet/brain">www.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

# New Milford Public Schools

Committee Members: Wisdom Jarvis Unit 5: States of Consciousness	Course/Subject: AP Psychology Grade Level: 12 # of Days: 1
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <b>RH.2:</b> 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.</li> <li>• <b>RH.9:</b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b>WHST.1(b):</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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b>WHST.8:</b> 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 over reliance on any one source and following a standard format for citation.</li> <li>• <b>WHST.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical and cultural context.</li> <li>• People’s experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• How could we organize society in such a way as to ensure there is no sleep deprivation?</li> <li>• When, if ever, is it acceptable to use psychoactive drugs to generate altered consciousness?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Nature of consciousness</li> <li>• Characteristics of sleep and theories that explain why we sleep</li> <li>• Theories used to explain and interpret dreams</li> <li>• Basic phenomena and uses of hypnosis</li> <li>• Categories of psychoactive drugs and their effects</li> </ul>	

Students will be able to do the following:

- Explain the different types of altered states of consciousness
- Distinguish consciousness from altered states of consciousness
- Summarize types and theories of sleep
- Explain the stages of sleep
- Identify the different theories of dreams
- Identify the major sleep disorders
- Explain hypnosis and meditation as altered states of consciousness

**Character Attribute**

- Citizenship

**Technology Competencies**

- Students develop products using technology tools.
- Gather data, examine patterns, and apply information to decision making using electronic tools/resources.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher distributes and explains charts that give an overview of the states of consciousness.

Learning Activities:

- Students will keep a sleep and dream log.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                   |                   |                |
|-------------------|-------------------|----------------|
| -Alcohol          | -Insomnia         | -Post-hypnotic |
| -Biofeedback      | -Latent content   | suggestion     |
| -Circadian rhythm | -LSD              | -REM sleep     |
| -Consciousness    | -Lucid dreams     | -Sedatives     |
| -Deprivation      | -Manifest content | -Sleep         |
| -Dissociation     | -Marijuana        | -Sleep apnea   |
| -Dreams           | -Meditation       | -Somnambulism  |
| -Hallucination    | -Mindfulness      | -Stimulants    |
| -Hallucinogens    | -Narcolepsy       | -Tolerance     |
| -Hypertension     | -Nightmares       |                |
| -Hypnosis         |                   |                |

<b>Assessments</b>	
<b>Performance Task</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To understand the subjective nature of dreams</p> <p><b>Role:</b> Expert dream analyst</p> <p><b>Audience:</b> Supervisor</p> <p><b>Situation:</b> The student must capture a dream and using legitimate sources analyze the dream's latent and manifest content.</p> <p><b>Product:</b> Student will draw part of the dream and create a written analysis.</p> <p><b>Standard for Success:</b> Social studies creative project rubric.</p>	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quizzes pertaining to consciousness unit</li> <li>• Class discussion responses</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://ww.pbs.org/wnet/brain">ww.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 6: Learning	Course/Subject: AP Psychology Grade Level: Senior # of Days: 4
<b>Identify Desired Results</b>	
Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> <li>• <b>RH.2:</b> 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.</li> <li>• <b>RH.9:</b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b>WHST.1(b):</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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b>WHST.8:</b> 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 over reliance on any one source and following a standard format for citation.</li> <li>• <b>WHST.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology evolves in a socio-historical and cultural context.</li> <li>• Heredity and environment jointly influence behavior.</li> <li>• Any behavior can be conditioned with the right reinforcer.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use learning methods to improve society?</li> <li>• Where is the line between using conditioning to improve society and interfering with free will?</li> </ul>

### Expected Performances

What students should know and be able to do

Students will know the following:

- Characteristics of learning
- Principles of classical conditioning
- Principles of operant conditioning
- Components of cognitive learning
- Roles of biology and culture in determining learning

Students will be able to do the following:

- Define learning
- Describe the critical attributes of learning
- Identify and describe the principles of classical conditioning
- Identify and describe the principles of operant conditioning
- Identify schedules of reinforcement in operant conditioning
- Explain aversive conditioning
- Analyze classical and operant conditioning as models of learning
- Describe principles of cognitive learning
- Explain the biological constraints on learning
- Explain learned helplessness and learned laziness

### Character Attribute

- Citizenship

### Technology Competency

- Students develop products using technology tools.

### Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher illustrates concept of classical conditioning with “Jaws” soundtrack.
- Teacher facilitates a class discussion and demonstrations on the different concepts of conditioning.

Learning Activities:

- Students will devise demonstrations of their own conditioning examples.
- Students will operantly shape each other’s behavior.
- Students will create digital or physical flash cards of the following terms:

- |                         |                    |                         |
|-------------------------|--------------------|-------------------------|
| -Antecedent             | -Fixed interval    | -Positive reinforcement |
| -Aversive control       | schedule           | -Primary reinforcers    |
| -Avoidance              | -Fixed-ratio       | -Punishment             |
| conditioning            | -Generalization    | -Response chains        |
| -Behaviorism            | -Instinctive drift | -Secondary reinforcer   |
| -Behavior modification  | -Learning          | -Shaping                |
| -Classical conditioning | -Little Albert     | -Skinner box            |
| -Conditioned response   | -Modeling          | -Token economy          |
| -Conditioned stimulus   | -Negative          | -Trial                  |

-Discrimination Feedback -Elicit -Emit -Escape -Extinction	reinforcement -Neutral stimulus -Observational learning -Operant conditioning -Phobias	-Unconditioned stimulus -Variable-interval schedule -Variable-ratio schedule
<b>Assessments</b>		
<b>Performance Task</b>	<b>Other Evidence</b>	
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results	
	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quizzes dealing with learning unit</li> <li>• Student created examples of classical and operant conditioning</li> <li>• Class discussion responses</li> </ul>	
<b>Suggested Resources</b>		
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://ww.pbs.org/wnet/brain">ww.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>		



# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 7: Cognition	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <b>RH.2:</b> 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.</li> <li>• <b>RH.9:</b> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <b>WHST.1(b):</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 claims(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>• <b>WHST.8:</b> 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 over-reliance on any one source and following a standard format for citation.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Heredity and environment jointly influence behavior.</li> <li>• People’s experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• How can memory decay in old age be eliminated?</li> <li>• Can creativity be taught?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Basic elements comprising thought</li> <li>• Strategies and obstacles involved in problem solving and decision-making</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Describe the concept of information processing</li> <li>• Explain the role of attention in memory processing</li> <li>• Identify the types of memory systems</li> </ul>	

- Explain the different theories that account for memory
- Describe the psychological perspective on thought, the units of thought, and the basic types of thought
- Define problem solving and outline the development of problem-solving strategies
- Define the elements of creativity

**Character Attribute**

- Citizenship

**Technology Competency**

- Students develop products using technology tools.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher makes a PowerPoint presentation on the concepts of cognition.
- Teacher facilitates short-term memory and memory and meaning demonstrations.

Learning Activities:

- Students will participate in short-term memory exercises.
- Students will engage in solving classic puzzles.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will participate in a meaning processing memory exercise.
- Students will create digital or physical flash cards of the following terms:

- |                             |                               |                               |
|-----------------------------|-------------------------------|-------------------------------|
| -Amnesia                    | -Inductive reason             | -Retrieval                    |
| -Availability heuristic     | -Input                        | -Retroactive interference     |
| -Brainstorming              | -Insight                      | -Rule                         |
| -Central processing concept | -Long-term memory             | -Schema                       |
| -Chunk                      | -Memory                       | -Selective attention          |
| -Confabulation              | -Mental set                   | -Sensory                      |
| -Convergent thinking        | -Metacognition                | -Serial position              |
| -Creativity                 | -Mnemonic device              | -Set                          |
| -Deductive reason           | -Non-directed thinking        | -Short-term memory            |
| -Directed thinking          | -Output                       | -Storage                      |
| -Divergent thinking         | -Phenomenon                   | -Symbol                       |
| -Eidetic memory             | -Proactive Interference       | -Tip-of-the-tongue            |
| -Encoding                   | -Recall                       | -Zone of proximal development |
| -Feature extraction         | -Recognition                  |                               |
| -Flashbulb memories         | -Recombination                |                               |
| -Functional fixedness       | -Rehearsal                    |                               |
| -Image                      | -Repression                   |                               |
|                             | -Representativeness heuristic |                               |

<b>Assessments</b>	
<b>Performance Task</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Responses to class opener prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion responses</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org.</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>Psychology Short Cuts: Classic Studies in Psychology 1</i> (2007). Video Education America.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://www.pbs.org/wnet/brain">www.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

## New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 8: Intelligence and Testing	Course/Subject: AP Psychology Grade Level: 12 # of Days: 3
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology evolves in a socio-historical context.</li> <li>• Perception and behavior are shaped by an individual's culture.</li> <li>• Heredity and environment jointly influence behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the modern day applications for intelligence testing if there any?</li> <li>• What are the pros and cons of using intelligence tests to classify people?</li> <li>• What are the eugenics implications, if any, for the use of intelligence tests?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- Nature of intelligence
- Nature of intelligence testing

Students will be able to do the following:

- Explain the concepts of IQ
- Explain the application of aptitude, achievement, and interest tests
- Compare and contrast the theories of intelligence
- Identify the genetic influences on intelligence
- Use reliability and validity in testing
- Define the characteristics of tests of intelligence
- Define the characteristics of the extremes of intelligence

**Character Attribute**

- Citizenship

**Technology Competency**

- Students develop products using technology tools.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher explains the major concepts and debates related to the concepts of intelligence and testing.
- Teacher facilitates class discussion(s) on the different concepts of intelligence and uses of intelligence testing.

Learning Activities:

- Students will take and discuss the "Chitling Test."
- Students will debate the different intelligence theories.
- Students will debate the difference between intelligence and talent.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                            |                              |                               |
|----------------------------|------------------------------|-------------------------------|
| -Achievement test          | -Intelligence quotient       | -Percentile score             |
| -Aptitude test             | -Interest test               | -Reaction range               |
| -Crystallized intelligence | -Mental age                  | -Situational test             |
| -Emotional intelligence    | -Multiple intelligence       | -Subjective personality tests |
| -Fluid intelligence        | -Objective personality tests | -Validity                     |

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://www.pbs.org/wnet/brain">www.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

## New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 9: Motivation and Emotion	Course/Subject: AP Psychology Grade Level: 12 # of Days: 3
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical context.</li> <li>• Behavior is determined by multiple causes.</li> <li>• Perception and behavior are shaped by an individual’s culture.</li> <li>• Heredity and environment jointly influence behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• If ever, when is torture a justified tool?</li> <li>• How does understanding the biology of love influence attitudes about it?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- Motivational concepts
- The role of biology and learning in motivation and emotion
- Major theories of motivation
- Interaction of biological and cultural factors in emotions and motivations
- The role of values and expectancies in determining choice and strength of motivation
- Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects
- Effects of motivation and emotion on perception, cognition, and behavior

Students will be able to do the following:

- Contrast the core theories of motivation
- Explain theories of interpersonal attraction and love
- Explain the characteristics and influences of biological and social motives
- Elaborate on the characteristics and classifications of emotions
- Compare and contrast the core theories of emotions

**Character Attributes**

- Citizenship

**Technology Competency**

- Students develop products using technology tools.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses charts and diagrams to explain the different theories of motivation and emotion.
- Teacher facilitates class discussion on theories of motivation.
- Teacher facilitates Facial Feedback Hypothesis demonstration.

Learning Activities:

- Students will use handouts to examine the various emotional states including empathy.
- Students will experiment with the Facial Feedback Hypothesis.
- Students will debate Maslow’s hierarchy of needs.
- Students will keep a journal recording the relationship among their emotions, thoughts, and behaviors.
- Students will take online assessments offered by the publisher of the adopted text.



- Students will create digital or physical flash cards of the following terms:
  - Achievement motive
  - Affiliation motive
  - Cannon-Bard theory
  - Drive
  - Drive-reduction theory
  - Emotion
  - Fundamental needs
  - Hierarchy of needs
  - Homeostasis
  - Incentive theory
  - Innate
  - Lateral-hypothalamus
  - James-Lange theory
  - Motivation
  - Polygraph
  - Psychological needs
  - Self-actualization needs

### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Students will be able to discern the relationship between events, emotions, thoughts, and behavior.</p> <p><b>Role:</b> Auditor of self-referent states</p> <p><b>Audience:</b> Teacher and students</p> <p><b>Situation:</b> Keep a journal of events, emotive and cognitive responses, and behavior to facilitate reflection.</p> <p><b>Product:</b> Journal notations with analysis</p> <p><b>Standards for Success:</b> Social studies department journal rubric</p>	<ul style="list-style-type: none"> <li>Response to class prompts</li> <li>Formative assessment quizzes</li> <li>Class discussion and responses</li> <li>Responses to homework assignments</li> </ul>

### Suggested Resources

- (n.d.). Retrieved from American Psychological Association: APA.org
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology*.
- Huffman, K. (2008). *Psychology in Action*. Wiley.
- Psyk.Trek: A Multimedia Advanced Placement Psychology*. (1997). Brooks/Cole Publishing Company.
- The Secret Life of the Brain*. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit

## New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 10: Developmental Psychology	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical context.</li> <li>• Behavior is determined by multiple causes.</li> <li>• Perception and behavior are shaped by an individual's culture.</li> <li>• Heredity and environment jointly influence behavior.</li> <li>• People's experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• To what degree is behavior nature versus nurture?</li> <li>• To what degree can individuals overcome developmental deficits later in life?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- Development as a lifelong process
- Research techniques used to gather data on the developmental process
- Theories of development
- Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)

Students will be able to do the following:

- Distinguish between maturity and development
- Explain the importance of pre-natal development and birth
- Categorize the different types of development in the different age categories:
  - A. Physical development
  - Mental and linguistic development
  - Emotional development
  - Social development
  - Moral development
  - B. Infancy
  - Childhood
  - Adolescence
  - Adulthood: Young adulthood, middle age, old age

**Character Attribute**

- Citizenship

**Technology Competencies**

- Students develop products using technology tools.
- Gather data, examine patterns, and apply information to decision making using electronic tools/resources.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses charts and diagrams to explain the different theories of development.
- Teacher facilitates class discussion on theories of development.
- Teacher facilitates class discussion on gender roles.
- Teacher utilizes multimedia resources on development.

Learning Activities:

- Students will write reflections on readings regarding the different areas of development.
- Students will use video sources on feral children to evaluate the critical period theory of language development.
- Students will observe online resources and videos on different developmental topics.

- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                      |                     |                      |
|----------------------|---------------------|----------------------|
| -Accommodation       | -Generativity       | -Preoperational      |
| -Ageism              | -Gender differences | -Psychosocial stages |
| -Anal stage          | -Identification     | -Puberty             |
| -Androgynous         | -Identity Crisis    | -Schemes             |
| -Assimilation        | -Latency stage      | -Separation anxiety  |
| -Attachment          | -Maturation         | -Sex/Gender role     |
| -Authoritarian       | -Menarche           | -Sex Identity        |
| -Authoritative       | -Menopause          | -Sexual orientation  |
| -Concrete operations | -Midlife crisis     | -Spermarche          |
| -Conformity          | -Object performance | -Socialization       |
| -Conservation        | -Oedipal complex    | -Stage               |
| -Conventional        | -Oral stage         | -Stagnation          |
| -Critical period     | -Permissive         | -Sublimation         |
| -Electra complex     | -Phallic stage Post | -Telegraphic speech  |
| -Empty-nest syndrome | Conventional        | -Thanatology         |
| -Formal operational  | -Preconventional    |                      |

### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Students will understand that each stage of life has different challenges.</p> <p><b>Role:</b> Researcher</p> <p><b>Audience:</b> Teacher and fellow students (parents if administered)</p> <p><b>Situation:</b> Students are researchers who collectively will create a questionnaire designed to measure different developmental concepts and collect data if approved.</p> <p><b>Product:</b> Students collectively will create a questionnaire soliciting information related to key developmental concepts.</p> <p><b>Standards for Success:</b> NMHS information literacy rubric.</p>	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>

### Suggested Resources

- (n.d.). Retrieved from American Psychological Association: APA.org
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology*.
- Huffman, K. (2008). *Psychology in Action*. Wiley.
- *Psyk.Trek: A Multimedia Advanced Placement Psychology*. (1997). Brooks/Cole Publishing Company.
- *Psychology Short Cuts: Classic Studies in Psychology 1* (2007). Video Education America.
- *The Secret Life of the Brain*. (n.d.). Retrieved from PBS: [www.pbs.org/wnet/brain](http://www.pbs.org/wnet/brain)
- *Secret of the Wild Child*. (1994). Nova.
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 11: Personality	Course/Subject: AP Psychology Grade Level: 12 # of Days: 3
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical context.</li> <li>• Perception and behavior are shaped by an individual’s culture.</li> <li>• Heredity and environment jointly influence behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we account for morality in personalities?</li> <li>• Is personality constant or changeable? Explain.</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- How to distinguish between personality and personality constructs
- Personality approaches and theories
- Assessment tools used in personality

Students will be able to do the following:

- Describe the critical attributes of personality
- Compare and contrast the different theories of personality from the following approaches:
  - Psychodynamic
  - Trait
  - Humanistic
  - Behavior and Social Cognitive
- Distinguish between adjustment techniques (defense mechanisms)
- Identify the important requirements of personality assessment
- Elaborate on the different objective personality tests
- Comment on the Rorschach and TAT as examples of projective personality tests

**Character Attribute**

- Citizenship

**Technology Competency**

- Students develop products using technology tools.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses charts and diagrams to explain the different theories of personality.
- Teacher facilitates class discussion on theories of personality.

Learning Activities:

- Students will be grouped and will assess which personality theory they think is correct.
- Students will take an online personality inventory.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                         |                     |                         |
|-------------------------|---------------------|-------------------------|
| - Analytic psychology   | - Introvert         | - Reality principle     |
| -Archetype              | -MMPI               | -Reciprocal determinism |
| -Behaviorism            | -Model              | -Regression             |
| -Collective unconscious | -Morality principle | -Repression             |

-Compensation	-Objective tests	-Rorschach test
-Defense Mechanisms	-Personal unconscious	-Self-actualized
-Displacement	-Personality	-Self-concept
-Ego	-Pleasure principle	-Self-efficacy
-Extravert	-Positive regard	-Social learning theory
-Factor analysis	-Projection	-Superego
-Humanism	-Projective tests	-Trait theory
-Incongruence	-Psychodynamic	-Unconditional positive regard
-Inferiority complex	-Rationalization	-Unconscious
	-Reaction formation	

### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Students will put together a poster of a personality theorist.</p> <p><b>Role:</b> Authority on one personality theory</p> <p><b>Audience:</b> Teacher and fellow students</p> <p><b>Product:</b> Poster showing key ideas and terminology related to personality theory</p> <p><b>Standards for Success:</b> NMHS information literacy rubric</p>	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>

### Suggested Resources

- (n.d.). Retrieved from American Psychological Association: APA.org
- Annenberg (Director). (2007). *Discovering Psychology Video Series: Updated Edition* [Motion Picture].
- Benjamin, L. (2008). *Favorite Activities for the Teaching of Psychology*. American Psychological Association.
- Benjamin, L., Nodine, B., & Ernst, R. (1999). *Activities Handbook for the Teaching of Psychology*. American Psychological Association.
- Blair-Broeker, C., & Ernst, R. *Teaching Tips for General Psychology*.
- Huffman, K. (2008). *Psychology in Action*. Wiley.
- *Psyk.Trek: A Multimedia Advanced Placement Psychology*. (1997). Brooks/Cole Publishing Company.
- *The Secret Life of the Brain*. (n.d.). Retrieved from PBS: [www.pbs.org/wnet/brain](http://www.pbs.org/wnet/brain)
- Weitan, Wayne (2002). *Multimedia Resources for teaching Advanced Placement Psychology*. Thompson Corporation.
- Zimbardo, P. (Director). (1971). *Stanford Prison Experiment Footage* [Motion Picture].
- Graphic organizers to summarize key points of the unit



## New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 12: Stress and Coping	Course/Subject: AP Psychology Grade Level: 12 # of Days: 1
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Behavior is determined by multiple causes.</li> <li>• People’s experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• How are both positive and negative life events considered to be stressful?</li> <li>• How do we use what we know about stress to make society less stressful?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Sources of stress</li> <li>• Physiological reactions to stress</li> <li>• Psychological reactions to stress</li> <li>• Cognitive and behavioral strategies for dealing with stress and promoting health</li> </ul>	

Students will be able to do the following:

- Describe or discuss how people react emotionally and physiologically to stress
- Explain the short-term and long-term reactions and effects of stress
- Describe maladaptive and adaptive coping strategies

**Character Attribute**

- Citizenship

**Technology Competency**

- Students develop products using technology tools.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses PowerPoint presentation to discuss the human stress response and factors.
- Teacher facilitates the relaxation response.

Learning Activities:

- Students will learn how to develop the relaxation response.
- Students will learn how to apply cognitive behavioral stress inoculation training.
- Students will fill out or create a developmentally appropriate version of the Social Readjustment Rating Scale.
- Students will develop a stress response plan.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

- |                                  |                                 |   |
|----------------------------------|---------------------------------|---|
| -Aggression                      | -Conflict Situation             | -Intellectualization                      |
| -Anger                           | -Coping                         | -Meditation                               |
| -Anxiety                         | -Denial                         | -Optimism                                 |
| -Approach-Avoidance<br>conflict  | -Depressant                     | -Pessimism                                |
| -Avoidance-Avoidance<br>conflict | -Distress                       | -Post Traumatic Stress<br>Disorder (PTSD) |
| -Biofeedback                     | -Double Approach<br>Avoidance   | -Pressure                                 |
| -Burnout                         | -Eustress                       | -Progressive Relaxation                   |
| -Catastrophic thinking           | -Fear                           | -Response                                 |
| -Catharsis                       | -Fight or flight<br>response    | -Stress                                   |
| -Cognitive Appraisal             | -Frustration                    | -Stress reaction                          |
| -Cognitive preparation           | -General Adaptation<br>Syndrome | -Social support                           |
| -Conflict                        |                                 | -Type A personality                       |
|                                  |                                 | -Type B personality                       |
|                                  |                                 | -Type D personality                       |

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://www.pbs.org/wnet/brain">www.pbs.org/wnet/brain</a></li> <li>• <i>Stress: Portrait of a killer</i>. (2008). National Geographic.</li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 13: Abnormal Psychology & Treatment	Course/Subject: AP Psychology Grade Level: 12 # of Days: 7
<b>Identify Desired Results</b>	
<b>Common Core Standards          and          National Council for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.2:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9:</u> Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b):</u> 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.</li> <li>• <u>WHST.8:</u> 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9:</u> Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is empirical.</li> <li>• Psychology is theoretically diverse.</li> <li>• Psychology evolves in a socio-historical context.</li> <li>• Behavior is determined by multiple causes.</li> <li>• Perception and behavior are shaped by an individual's culture.</li> <li>• Heredity and environment jointly influence behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Can a true line be drawn between normal and abnormal?</li> <li>• Do diagnostic categories help or hinder treatment?</li> <li>• With regard to psychopathology, where should the line be drawn on legal culpability?</li> </ul>

### Expected Performances

What students should know and be able to do

The students will know the following:

- Characteristics and origins of abnormal behavior
- Methods used in exploring abnormal behavior
- Major categories of abnormal behavior
- Impact of mental disorders
- Prominent methods used to treat individuals with disorders
- Types of practitioners who implement treatment
- Legal and ethical challenges involved in delivery of treatment

The students will be able to do the following:

- Explain the concept behind the DSM (Diagnostic and Statistical Manual of Mental Disorders)
- List the critical attributes of abnormal behavior
- Contrast models of abnormal behavior:
  - biological
  - psychoanalytical
  - cognitive
  - behavioral
  - socio-cultural
  - legal
  - statistical
- Distinguish among the following types of disorders:
  - Anxiety Disorders
  - Mood Disorders
  - Schizophrenia
  - Delusional Disorders
  - Somatoform
  - Dissociative
  - Personality Disorders
- Elaborate on the attributes of the following types of therapy:
  - Insight
  - Psychodynamic
  - Person-Centered
  - Behavior
  - Cognitive Behavioral
  - Group
  - Marriage and Family
  - Biological
- Evaluate the effectiveness of psychotherapy

### Character Attribute

- Citizenship

### Technology Competency

- Students develop products using technology tools.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher explains the major concepts and debates related to the concepts of abnormality.
- Teacher facilitates class discussion(s) on the different concepts of abnormality and perspectives on treatment.
- Teacher uses PowerPoint presentation to explain the major diagnostic classifications.
- Teacher uses multimedia tools to show behavioral aspects of different disorders.

#### Learning Activities:

- Students will work in groups to come up with a definition of abnormal psychology.
- Students will debate whether diagnostic classifications help or hinder treatment.
- Students will debate whether medications should be used to treat mental disorders.
- Students will take online assessments offered by the publisher of the adopted text.
- Students will create digital or physical flash cards of the following terms:

-Addiction	-Dissociative Identity	-Person-centered therapy
-Agoraphobia	-Disorder	-Phobia
-Anorexia nervosa disorder	-DSM-IV-TR	-Placebo effect
-Antidepressant drugs	-Empathy	-Prognosis
-Antipsychotic drugs	-Generalized Anxiety	-Pseudocyesis
-Antisocial	Disorder	-Psychiatrists
-Anxiety	-Gestalt therapy	-Psychoanalysis
-Aversion therapy	-Group therapy	-Psychodynamic therapy
-Behavior therapy	-Hallucination	-Psychopharmacotherapy
-Bipolar Mood Disorder	-Hypochondriasis	-Psychotherapy
-Bipolar Personality	-Insanity	-PTSD
-Bulimia nervosa	-Insight therapy	-Rational Emotive Behavioral
-Compulsion	-Lithium	Therapy
-Conversion Disorder	-Obsession	-Schizophrenia
-Counter-transference	-Obsessive	-Self-help groups
-Delusion	Compulsive	-Social Skills training
-Depression	Disorder	-Somatization Disorder
-Diagnosis	-Panic Disorder	-Somatoform Disorder
-Disorder	-Paranoid	-Transactional analysis
-Dissociative amnesia	schizophrenia	-Transference
-Dissociative Disorder	-Personality disorder	
-Dissociative fugue		

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: <a href="http://www.pbs.org/wnet/brain">www.pbs.org/wnet/brain</a></li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit</li> </ul>	

# New Milford Public Schools

Committee Member: Wisdom Jarvis Unit 14: Social Psychology	Course/Subject: AP Psychology Grade Level: 12 # of Days: 4
<b>Identify Desired Results</b> Common Core Standards and National Council for Social Studies	
<ul style="list-style-type: none"> <li>• <u>RH.2</u>: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear relationships among key details and ideas.</li> <li>• <u>RH.9</u>: Integrate information from various sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• <u>WHST.1(b)</u>: 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.</li> <li>• <u>WHST.8</u>: 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 flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</li> <li>• <u>WHST.9</u>: Draw evidence from the informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Psychology is empirical.</li> <li>• Psychology is theoretically diverse.</li> <li>• Perception and behavior are shaped by an individual's culture.</li> <li>• People's experience of the world is highly subjective.</li> </ul>	<ul style="list-style-type: none"> <li>• Given an understanding of the power of situations, at what point do we stop holding individuals accountable for evil actions carried out in a social context?</li> <li>• What would it take for prejudice and discrimination to be eliminated?</li> </ul>



<b>Expected Performances</b>
What students should know and be able to do
<p>The students will know the following:</p> <ul style="list-style-type: none"> <li>• Social judgment and attitudes</li> <li>• Social and cultural categories</li> <li>• Social influence and relationships</li> </ul> <p>The students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Elaborate on the parameters of social psychology</li> <li>• Explain the roles of internal vs. external factors in attribution theory</li> <li>• Distinguish important variables of social influence concepts such as conformity, compliance, and obedience</li> <li>• Describe the role of social facilitation and leadership in group performance</li> <li>• Compare theories of aggression</li> <li>• Elaborate on the role of the bystander effect on altruistic behavior</li> <li>• Explain the role of first impressions in perception</li> <li>• Describe the fundamental attribution error</li> <li>• Compare persuasion, cognitive dissonance, and prejudice</li> <li>• Group terms such as groupthink, group polarization, and social loafing</li> </ul>
<b>Character Attribute</b>
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>
<b>Technology Competency</b>
<ul style="list-style-type: none"> <li>• Students develop products using technology tools.</li> </ul>
<b>Develop Teaching and Learning Plan</b>
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher facilitates a class discussion on the different theories of attitude formation and group behavior.</li> <li>• Teacher uses multimedia to illustrate to major studies in social psychology.</li> </ul> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will group together and discuss how much of behavior is personal or a result of situational factors.</li> <li>• Students will discuss, based on material, why “good” people do “bad” things.</li> <li>• Students will take a source and explain and analyze the components of persuasion in that source.</li> <li>• Students will take online assessments offered by the publisher of the adopted text.</li> <li>• Students will participate in a deindividuation activity.</li> <li>• Students will create digital or physical flash cards of the following terms:</li> </ul>

-Attitude	-Fundamental attribution error	-Obedience
-Attribution	-Group	-Outgroup
-Audience	-Group polarization	-Persuasion
-Brainwashing	-Groupthink	-Prejudice
-Bystander effect	-Identification	-Reciprocity
-Channel	-Ingroup	-Receiver
-Cognitive dissonance	-Internalization	-Reciprocity norm
-Compliance	-Intimacy	-Scapegoat
-Conformity	-Lowball technique	-Self-fulfilling prophecy
-Diffusion of responsibility	-Matching hypothesis	-Self-serving bias
-Ethnocentrism	-Message	-Social loafing
-External attributions		-Social schemas
-Foot-in-the-door technique		-Stereotype
<b>Assessments</b>		
<b>Performance Task</b>	<b>Other Evidence</b>	
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results	
	<ul style="list-style-type: none"> <li>• Response to class prompts</li> <li>• Formative assessment quizzes</li> <li>• Class discussion and responses</li> <li>• Responses to homework assignments</li> </ul>	
<b>Suggested Resources</b>		
<ul style="list-style-type: none"> <li>• (n.d.). Retrieved from American Psychological Association: APA.org</li> <li>• Annenberg (Director). (2007). <i>Discovering Psychology Video Series: Updated Edition</i> [Motion Picture].</li> <li>• Benjamin, L. (2008). <i>Favorite Activities for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Benjamin, L., Nodine, B., &amp; Ernst, R. (1999). <i>Activities Handbook for the Teaching of Psychology</i>. American Psychological Association.</li> <li>• Blair-Broeker, C., &amp; Ernst, R. <i>Teaching Tips for General Psychology</i>.</li> <li>• Huffman, K. (2008). <i>Psychology in Action</i>. Wiley.</li> <li>• <i>Psyk.Trek: A Multimedia Advanced Placement Psychology</i>. (1997). Brooks/Cole Publishing Company.</li> <li>• <i>Psychology Short Cuts: Classic Studies in Psychology 1</i> (2007). Video Education America.</li> <li>• <i>The Secret Life of the Brain</i>. (n.d.). Retrieved from PBS: www.pbs.org/wnet/brain</li> <li>• Weitan, Wayne (2002). <i>Multimedia Resources for teaching Advanced Placement Psychology</i>. Thompson Corporation.</li> <li>• Zimbardo, P. (Director). (1971). <i>Stanford Prison Experiment Footage</i> [Motion Picture].</li> <li>• Graphic organizers to summarize key points of the unit.</li> </ul>		