

**Randolph Township Schools  
Randolph High School**

# Advanced Placement Psychology Curriculum

*“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”*

- Carl Jung

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**Randolph Township Schools  
Department of Social Studies  
Advanced Placement Psychology**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools  
Department of Social Studies  
Advanced Placement Psychology**

**Introduction**

The purpose of Advanced Placement Psychology is to introduce students to the empirical, systematic and scientific approach of the study of the mental processes and behavior of human beings and other animals. The course is designed to increase student knowledge of the scientific method and its specific application toward the analysis of individual categories of human development and behavior. Students will be exposed to psychological terminology, theories, principles and phenomenon associated with each of the many subfields within psychology while expanding awareness that behavior is a culmination of diverse and complex catalysts that combine to create specific actions and reactions. Students also learn about the ethics and methods psychologists use in their science and practice. By the end of the course, students will not only be prepared to take the Advanced Placement exam, but also have a firm foundation in psychology.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**Advanced Placement Psychology**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
2 weeks	I	History and Approaches
3 weeks	II	Research Methods
3 weeks	III	Biological Bases of Behavior
4 weeks	IV	Abnormal Behavior and Treatment of Abnormal Behavior
3 weeks	V	Social Psychology
3 weeks	VI	Personality
3 weeks	VII	Developmental Psychology
2 weeks	VIII	Learning
3 weeks	IX	Sensation and Perception
3 weeks	X	Cognition and Memory
3 weeks	XI	Motivation and Emotion
2 weeks	XII	Testing and Individual Differences
2 weeks	XIII	States of Consciousness

# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## AP Psychology UNIT I: History and Approaches

**TRANSFER:** Students will be able to apply their understanding of the foundations of the psychological field to further comprehend why and how psychology is relevant and important to their lives.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives.</p> <p>IA-2.1 List and explain the major subfields of psychology.</p> <p>IA-6.1 Discuss psychology's roots in philosophy and natural science.</p> <p>IA-6.2 Describe the emergence of experimental psychology.</p> <p>IA-6.3 Recognize the diversity of psychological theories in the 20th and 21st centuries.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	The different approaches to the study of behavior include biological (evolutionary), evolutionary, psychoanalytic, behavioral (socio-cultural), cognitive, humanistic.	<ul style="list-style-type: none"> <li>How do different psychological perspectives influence how we study behavior?</li> </ul>
	The biological versus environmental catalysts of behavior, known as the “nature versus nurture controversy” are continually analyzed in psychology.	<ul style="list-style-type: none"> <li>How does the nature vs. nurture debate influence the study of psychology?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Psychology initially developed as a combination of biology and philosophy.</p> <p>Historical figures such as Wilhelm Wundt and William James, introduced ideas that led to the scientific study of psychology, such as structuralism and functionalism.</p> <p>Psychologists such as Sigmund Freud, John B. Watson, B.F. Skinner, and Carl Rogers developed theories that ultimately led to the contemporary perspectives of the study of psychology.</p>	<p><b>Students will be able to:</b></p> <p>Describe how philosophical perspectives shaped the development of psychological thought.</p> <p>Assess the connections between the historical foundations and the contemporary perspectives.</p> <p>Identify the major historical figures in psychology.</p> <p>Evaluate the various approaches to the study of mental</p>

<p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>The most persistent issue in psychology is the nature-nurture issue, the controversy over the relative contributions of biology and experience.</p> <p><b>VOCABULARY AND KEY TERMS:</b> behavioral perspective, humanistic perspective, psychoanalytic/psychodynamic perspective, cognitive perspective, biological perspective, evolutionary perspective</p>	<p>processes and behaviors.</p> <p>Differentiate between the influences of nature and nurture on behavior.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Engaging in a debate about the influence of nature and nurture on human behavior.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>In small groups, students will create mnemonic devices that can be used to help them remember the 6 approaches to the field of psychology. These can be anagrams, songs, rhymes, etc. They will then share their mnemonics with the class.</li> <li>In 3 debate groups, students will construct opening statements, arguments, and closing statements about the influence of either nurture or nature on human behavior. One group will be the moderating group that uses information presented from both sides to decide which (if either) is more influential on human behavior.</li> <li>In small groups, students will receive a short reading on one of the historical foundations of psychology. Students will then present the learned information to their peers in a Jigsaw/expert group format.</li> </ul>		



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**

**Advanced Placement Psychology**

**Unit I: The ABCs of Reporting**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	History and Approaches <ul style="list-style-type: none"><li>● Nature vs. Nurture</li><li>● Contemporary Perspectives</li></ul>	<i>Barron's Guide to AP Psychology</i> "History and Approaches."

**Randolph Township School District**  
**AP Psychology**  
**UNIT II: Research Methods**

**TRANSFER:** Students will be able to evaluate the importance of various methods of research and apply them to real-life scenarios.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IA-3.1 Describe the elements of an experiment.</p> <p>IA-3.2 Explain the importance of sampling and random assignment in psychological research.</p> <p>IA-3.3 Describe and compare quantitative and qualitative research strategies.</p> <p>IA-4.1 Define descriptive statistics and explain how they are used by behavioral scientists.</p> <p>IA-4.2 Explain and describe measures of central tendency and variability.</p> <p>IA-4.3 Describe the concept of correlation and explain how it is used in psychology.</p> <p>IA-4.4 Recognize how inferential statistics are used in psychological research.</p> <p>IA-5.1 Identify ethical issues in psychological research.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>A valid experiment may show cause and effect relationships between variables, while correlational studies may show a relationship between variables.</p>	<ul style="list-style-type: none"> <li>How can correlational research clarify a relationship between variables?</li> </ul>
	<p>Independent, dependent, and confounding variables must all be carefully considered in order to design a valid experiment. Answers that flow from the scientific approach are more reliable than those based on intuition and common sense.</p>	<ul style="list-style-type: none"> <li>Why is proper research design important in the study of psychology?</li> </ul>
	<p>The American Psychological Association dictates that psychological research must follow certain ethical considerations for research to be valid.</p>	<ul style="list-style-type: none"> <li>Why are ethics important when conducting psychological research?</li> </ul>
	<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>
	<p><b>Students will know:</b></p> <p>There are two main types of research methods: correlational and experimental.</p>	<p><b>Students will be able to:</b></p> <p>Differentiate among types of research and understand why researchers would choose each type.</p>

<p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Scientific research contains many components such as variables, groups, and possible confounding variables, all of which influence the outcome of the experiment.</p> <p>Descriptive statistical measures of central tendency include use of mode, median, mean and range, and describe a set of data.</p> <p>Inferential statistical measures are used to interpret the data and, provide evidence of statistical significance, and generalize the findings to the general population.</p> <p>Ethical principles were developed by the American Psychological Association to encourage psychologists to use specific standards in their research.</p> <p><b>VOCABULARY AND KEY TERMS:</b> experimental method, independent variable, dependent variable, experimental group, control group, confounding variable, double-blind study, case study, correlation, correlation coefficient, mean, median, mode, standard deviation, normal distribution, positively skewed distribution, negatively skewed distribution</p>	<p>Infer how research design drives the reasonable conclusions that can be drawn.</p> <p>Identify the functions of descriptive statistical measures.</p> <p>Apply inferential statistical measures to sets of data.</p> <p>Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.</p> <p>Debate the pros and cons of animal testing and research in terms of ethical considerations.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Designing and performing their own psychological experiment using the correct criteria of the scientific method.</li> <li>• Conducting a statistical analysis of the collected data to determine the significance of their results.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will receive a set of data collected from research and they will work in groups to determine the statistical significance of the results.</li> <li>• In small groups, students will be assigned a research method (survey, longitudinal study, cross-sectional study, etc.) and they will write a description or descriptions of various questions about human behavior that can best be answered through their assigned method.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit II: Research Methods**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Research Methods <ul style="list-style-type: none"><li>• Types of Research</li><li>• Descriptive and Inferential Statistics</li><li>• Correlations</li></ul>	<i>Barron's Guide to AP Psychology</i> "Research Methods."

**Randolph Township School District**  
**AP Psychology**  
**UNIT III: Biological Bases of Behavior**

**TRANSFER:** Students will be able to apply their learned knowledge about the biological makeup of various body systems to enhance their understanding of their own behavior and the behavior of others.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IIA-1.1 Identify the neuron as the basis for neural communication.  IIA-1.2 Describe how information is transmitted and integrated in the nervous system.  IIA-1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.	The brain, the nervous system, and the endocrine system all work together to influence our behavior, thoughts, emotions, and personalities.	<ul style="list-style-type: none"> <li>How do biological processes relate to behavior?</li> </ul>
	Many of our behaviors are genetically programmed and we are predisposed to certain emotions and behavior.	<ul style="list-style-type: none"> <li>How much control do we have over our behavior?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
IIA-2.1 Classify the major divisions and subdivisions of the nervous system.  IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system.  IIA-3.1 Identify the structure and function of the major regions of the brain.  IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.  IIA-3.3 Describe lateralization of brain functions.  IIA-4.1 Explain how research and technology have provided methods to		
	<b>Students will know:</b>  A neuron is the basic building block of the nervous system and is comprised of many parts all with specific functions. Neurons communicate with one another via neurotransmitters.  The central nervous system is made up of the brain and the spinal cord. The peripheral nervous system is made up of the sensory and motor neurons that connect the	<b>Students will be able to:</b>  Identify basic processes and systems in the biological bases of behavior including parts of the neuron and the process of transmission of a signal between neurons.  Describe the nervous system, its subdivisions and functions.

<p>analyze brain behavior and disease.</p> <p>IIA-5.1 Describe how the endocrine glands are linked to the nervous system.</p> <p><b>Common Core Standards</b></p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>central nervous system to the rest of the body.</p> <p>The endocrine system is the body's glandular system. Hormones are chemical messengers that are manufactured by the endocrine glands, travel through the bloodstream, and affect other tissues.</p> <p>The brain is composed of many different structures each with a unique function.</p> <p>Chromosomal abnormalities and their resulting behaviors.</p> <p>Brain imaging technology has made it possible for today's scientists to electrically, chemically, and magnetically stimulate various parts of the brain and note the effects.</p> <p><b>VOCABULARY AND KEY TERMS:</b> neuron, myelin sheath, action potential, endorphins, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hypothalamus, cerebral cortex, corpus callosum, amygdala, hippocampus</p>	<p>Examine the effects of the endocrine system on behavior.</p> <p>Analyze the influence of different structures of the brain on human behavior.</p> <p>Identify the main chromosomal abnormalities.</p> <p>Describe various brain scan technologies and the manner in which they work to illustrate brain function.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Creating a model of the brain that includes all necessary structures and an explanation of the function of each structure.</li> <li>● Producing a model of a neuron that includes all necessary structures and explains how neurons transmit messages.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>● In small groups, students will receive a different part or structure of the brain to illustrate and describe. As a class, each part/structure of the brain will be combined to create a class-model of the brain to prepare students to create their individual models.</li> <li>● In a station activity, students will move throughout the classroom and perform research on the function and side effects of various neurotransmitters.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit III: Biological Bases of Behavior**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Biological Bases of Behavior <ul style="list-style-type: none"> <li>● Nervous System</li> <li>● Endocrine System</li> <li>● Chromosomal Abnormalities</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Biological Bases of Behavior."  <i>Psychology in Context</i> , David Sattler. "Show Me the Way to Go Home."  <i>Psychology in Context</i> , David Sattler. "Moving Violations."

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT IV: Abnormal Behavior and Treatment of Abnormal Behavior**

<b>TRANSFER:</b> Students will be able to apply their understanding of abnormal behavior and the treatment of such behavior to real-life situations, including scenarios from their lives.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>		
VA-1.1 Distinguish the common characteristics of abnormal behavior.	There are a number of criteria that determine the abnormality of a behavior, but diagnosis can be subjective.	<ul style="list-style-type: none"> <li>How do we distinguish between what is normal and what is abnormal?</li> </ul>
VA-1.2 Cite examples of abnormal behavior.	The five most prominent psychological perspectives all offer different opinions on the genesis of psychological disorders, which in turn leads to varying ideas about how to best help people.	<ul style="list-style-type: none"> <li>How do differing perspectives help us understand psychological disorders?</li> </ul>
VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.		
VA-1.4 Describe major explanations for the origins of abnormality.	The causes and outcomes of abnormal behavior are a complex combination of heredity and environment.	<ul style="list-style-type: none"> <li>How do nature and nurture work together to create the biopsychosocial model?</li> </ul>
VA-2.2 Characterize the advantages and limitations of different research methods for studying abnormal behavior.		
VA-3.1 Discuss major categories of abnormal behavior.	Based on the complexity and unique nature of each person, different perspectives may be more or less effective in understanding the cause of and treatment for abnormal behavior.	<ul style="list-style-type: none"> <li>Which major perspective offers the most effective treatment to patients? Why?</li> </ul>
VA-3.2 Explore the challenges associated with accurate diagnosis.		
VA-4.1 Consider factors that influence vulnerability to abnormal behavior.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
VA-4.2 Discuss the stigma associated with abnormal behavior.		
VA-4.3 Speculate about means for promoting greater understanding of	<b>Students will know:</b>	<b>Students will be able to:</b>



<p>abnormal behavior.</p> <p>VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.</p> <p>VB-1.2 Describe characteristics of effective treatment and prevention.</p> <p>VB-2.1 Identify therapists according to training.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of</p>	<p>The four main criteria that determine abnormality are maladaptivity, disturbing to others, irrationality, and atypicality.</p> <p>The are three main types of anxiety disorders: specific phobia, generalized anxiety disorder, and panic disorder.</p> <p>There are two main types of somatic symptom disorders: conversion disorder and illness anxiety disorder.</p> <p>There are two main types of dissociative disorders: dissociative identity disorder and dissociative amnesia.</p> <p>There are two main types of mood disorders: major depressive disorder and bipolar disorder.</p> <p>Schizophrenia has several hallmark symptoms such as hallucinations, delusions, and distorted thinking.</p> <p>There are four main types of personality disorders: antisocial, dependent, narcissistic, and histrionic personality disorders.</p> <p>There are five main perspectives that address the treatment of abnormal behavior. They are psychoanalysis, humanistic, behavioral, cognitive, and somatic approaches.</p> <p>The goal of psychoanalysis focuses on identifying and addressing the cause of abnormality via the unconscious using techniques such as hypnosis, free association, and dream analysis.</p> <p>Humanistic therapy focuses on self-esteem and self-concept using empathy and unconditional positive regard.</p>	<p>Identify and apply the four main criteria that determine abnormality to human behavior.</p> <p>Recognize the criteria for each type of anxiety disorder and evaluate behavior to determine abnormality.</p> <p>Distinguish between the two somatic symptom disorders and explain using the main perspectives of psychology.</p> <p>Critique the credibility of a diagnosis of dissociative identity disorder.</p> <p>Identify the criteria of major mood disorders.</p> <p>Identify the main biological causes of schizophrenia and distinguish between positive and negative symptoms of the disorder.</p> <p>Distinguish between personality traits and the actual personality disorder.</p> <p>Identify the five approaches of psychology in terms of treating abnormal behavior.</p> <p>Analyze the existence of the unconscious and discuss the controversy surrounding its existence.</p> <p>Create a therapeutic simulation to evaluate the effectiveness of active listening and positive regard.</p>
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<p>contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Behavioral therapy emphasizes observable and learned behavior. Techniques include systematic desensitization, aversive conditioning, and token economies.</p> <p>Cognitive therapy focuses on changing unhealthy thought patterns using rational emotive therapy and the Cognitive Triad.</p> <p>Somatic therapy addresses biology and includes drug therapy, ECT, and the lobotomy.</p> <p><b>VOCABULARY AND KEY TERMS:</b>  Diagnostic and Statistical Manual of Mental Disorders V, phobias, obsessive-compulsive disorder, post-traumatic stress disorder, bipolar disorder, somatic symptom disorders, schizophrenia, dissociative disorders, psychoanalysis, cognitive therapy, rational emotive therapy, humanistic therapy, behavior therapy, systematic desensitization, aversion therapy, biomedical therapy</p>	<p>Compare and contrast the effectiveness classical and operant conditioning techniques.</p> <p>Employ cognitive therapy techniques by analyzing their own thought processes.</p> <p>Identify the main drug therapies and their side effects.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Writing their own <i>Diagnostic and Statistical Manual of Mental Disorders V</i> page on a fictional disorder.</li> <li>● Analyzing their favorite fictional character and diagnosing them using the knowledge learned in class.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>● Students will work in small groups to analyze a case study and use criteria from the <i>Diagnostic and Statistical Manual of Mental Disorders V</i> to diagnose abnormal behavior and will share their diagnoses with the entire class in a large discussion setting.</li> <li>● Students will view various images of phobias and discuss the origins of phobias using the nature vs. nurture argument to form their opinions.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit IV: Abnormal Behavior and Treatment of Abnormal Behavior**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
4 Weeks	Abnormal Behavior and Treatment of Abnormal Behavior <ul style="list-style-type: none"> <li>● Disorders</li> <li>● Therapy</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Abnormal Behavior and Treatment."  <i>YouTube</i> Clip: "Silver Linings Playbook."  <i>YouTube</i> Clip: "Homeland."  <i>YouTube</i> Clip: "The Lobotomist."  <a href="http://www.dreammoods.com">http://www.dreammoods.com</a>  <i>The Diagnostic and Statistical Manual of Mental Disorders</i> , 5 <sup>th</sup> Edition

**Randolph Township School District**  
**AP Psychology**  
**Unit V: Social Psychology**

**TRANSFER:** Students will be able to recognize and evaluate how the behavior of themselves and their peers is shaped by social influences.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>	The power of the group is very influential and can positively or negatively impact our behavior.	<ul style="list-style-type: none"> <li>How is our behavior influenced by the presence of others?</li> </ul>
VC-2.1 Identify basic social and cultural categories.  VC-2.2 Discuss how social and cultural categories affect behavior.	Our attitudes are subject to change due to experiences throughout the course of life.	<ul style="list-style-type: none"> <li>How do attitudes develop?</li> </ul>
VC-3.1 Describe effects of the presence of others on individual behavior.  VC-3.2 Describe how social structure can affect intergroup relations.	<p style="text-align: center;"><b>KNOWLEDGE</b></p>	<p style="text-align: center;"><b>SKILLS</b></p>
VC-3.3 Explore the nature and effects of bias and discrimination.  VC-3.4 Describe circumstances under which conformity and obedience are likely to occur.		
VC-3.5 Discuss the nature of altruism in society.  VC-3.6 Discuss the significance of aggression.  VC-3.7 Discuss factors influencing attraction.		
<b>Common Core Standards</b>  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>Students will know:</b>  The main errors with attribution are fundamental attribution error, false consensus effect, self-serving bias, just world belief.</p> <p>People may conform either to gain social approval (normative social influence) or because they welcome the information others provide (informational social influence).</p> <p>There are a variety of group dynamics, such as social facilitation, social loafing, social impairment, group polarization, groupthink and deindividuation.</p> <p>The bystander effect occurs because people are less likely</p>	<p><b>Students will be able to:</b>  Apply attribution theory to our everyday lives.</p> <p>Explain how individuals respond to expectations of others.</p> <p>Analyze the function of different kinds of group behavior.</p> <p>Predict the impact of the presence of others on individual</p>

<p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>to help when others are present.</p> <p>Certain circumstances, such as the presence of an authority figure, make people more likely to be obedient.</p> <p>There are two main types of persuasion: peripheral route and central route.</p> <p>There are psychological and cognitive factors that influence prejudice, discrimination, and stereotypes.</p> <p>There are two types of aggression: instrumental and hostile.</p> <p>There are three main characteristics that influence our attraction to others: proximity, similarity, and physical attractiveness.</p> <p><b>VOCABULARY AND KEY TERMS:</b> fundamental attribution error, self-serving bias, central route to persuasion, peripheral route to persuasion, foot-in-the-door phenomenon, cognitive dissonance, social facilitation, social inhibition, social loafing, deindividuation, bystander effect, group polarization, groupthink, conformity, obedience</p>	<p>behavior.</p> <p>Identify the factors that influence obedience.</p> <p>Distinguish between the two types of persuasion.</p> <p>Compare and contrast prejudice, discrimination, and stereotypes. Evaluate the roots of the most commonly known stereotypes.</p> <p>Distinguish between the two types of aggression and apply to real-life scenarios.</p> <p>Describe the variables that contribute to attraction.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Creating and performing a study based on a social phenomenon (such as the bystander effect, prejudice, conformity, etc.), and then creating a video illustrating the results.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>● Students will work in small groups to choose characters who they will allow into their fictional bomb shelter. Students must discuss why they do or do not want certain characters in the group. This will lead into a class discussion about stereotypes and prejudice.</li> <li>● Students will watch clips from social experiments such as Stanley Milgram's obedience study. Then, they will work in groups to analyze the behavior in terms of social influences, as well as ethical principles.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit V: Social Psychology**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Social Psychology <ul style="list-style-type: none"> <li>● Attitudes</li> <li>● Group Behavior</li> <li>● Prejudice, Discrimination, &amp; Stereotypes</li> <li>● Persuasion</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Social Psychology."  <i>ABC News</i> DVD "Milgram's Experiment."  "If You Were Invisible for 24 Hours, What Would You Do?" <a href="https://commons.wvc.edu/jgeorge/social/Social%20Psych%20Assigments/Ch.%208%20Mini-Study%20Article%20Dodd%201985.pdf">https://commons.wvc.edu/jgeorge/social/Social%20Psych%20Assigments/Ch.%208%20Mini-Study%20Article%20Dodd%201985.pdf</a>  "Kitty Genovese" <a href="http://www.biography.com/people/kitty-genovese-120415">http://www.biography.com/people/kitty-genovese-120415</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT VI: Personality**

<b>TRANSFER:</b> Students will be able to identify their own individual personality type and understand how best to apply this knowledge to career and life choices.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.  IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.  IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.  IIIB-2.2 Identify important contributions to the understanding of personality.  IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.  IIIB-3.2 Describe tests used in personality assessment.  <b>Common Core Standards</b>  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Personality is largely shaped by trait theorists, however, there are various psychological theories about how personality develops.	<ul style="list-style-type: none"> <li>How is personality shaped throughout the lifespan?</li> </ul>
	Personality assessment techniques can be useful in making career and life choices.	<ul style="list-style-type: none"> <li>What is the importance of assessing personality?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> There are six major theories and approaches to explaining personality: psychoanalytic, psychodynamic, humanistic, trait, social cognitive, and biological.  Freud believed children develop through psychosexual stages, and that failure to resolve conflicts between their id, ego, and superego associated with a particular stage may result in a fixation at that stage.  Carl Jung's psychodynamic theory claims there are two parts to the unconscious: the personal and the collective.	<b>Students will be able to:</b> Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, psychodynamic, humanistic, trait, social cognitive, and biological.  Identify the five stages of Freud's theory of psychosexual development and apply Freudian defense mechanisms to real-life situations.  Compare and contrast psychodynamic and psychoanalytic perspectives of personality development.

<p>determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>There are two types of trait theories, the nomothetic approach and the idiographic approach.</p> <p>The original personality theories were biological in nature. Hippocrates and William Sheldon were the main biological theorists first interested in determining personality.</p> <p>The social-cognitive theory is a combination of the behavioral and cognitive perspective of psychology. It claims that personality is created by an interaction among traits, environment, and behavior.</p> <p>Humanistic psychologists such as Maslow and Rogers believe that our self-concept and self-esteem influence our personality.</p> <p>While most personality tests are self-report methods, some are psychological in nature. Major personality assessments include the MMPI, the TAT, and the Inkblot.</p> <p><b>VOCABULARY AND KEY TERMS:</b> id, ego, superego, defense mechanisms, repression, self-efficacy, locus of control, five-factor model</p>	<p>Identify and analyze the “Big 5” personality traits.</p> <p>Explain the foundations of personality theory.</p> <p>Apply the triadic reciprocity model to various personality traits.</p> <p>Differentiate between the real-self and the ideal-self and identify problems resulting from incongruence.</p> <p>Evaluate the validity of personality assessments.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Reading an article on the Big 5 and identifying their own selves on the scale of each trait, describing their own personality, and relating their self-score to the trait by giving an example from their own lives.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students will be given a personality test and their results will be discussed as a class. They will then be put in groups with other types and be told to answer questions based on 4 scenarios in order to highlight the differences in their personalities. Class discussion will follow.</li> </ul>		



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit VI: Personality**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Personality <ul style="list-style-type: none"><li>● Freud's Theories</li><li>● Trait Theories</li><li>● Biological Theories</li><li>● Social Cognitive Theories</li><li>● Personality Tests</li></ul>	<i>Barron's Guide to AP Psychology</i> "Personality"  Personality Test: <a href="http://www.truity.com">http://www.truity.com</a>  <i>National Geographic</i> "Your Personality Explained."  Meyers Briggs Personality Test

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT VII: Developmental Psychology**

<b>TRANSFER:</b> Students will be able to apply their understanding of human development to real-life scenarios, especially to their own experiences as adolescents.		
<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the life span.  IIIA-1.2 Examine the nature of change over the life span.  IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children  IIIA-1.4 Apply life span principles to personal experience.  IIIA-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.  IIIA-3.1 Explain various developmental models.  IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.  IIIA-3.4 Explore developmental theories as they relate to cultural bias.  IIIA-4.1 Describe the role of critical periods in development.  IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development.	<b>ENDURING UNDERSTANDINGS</b>  Developmental psychologists study physical, mental and social changes throughout the lifespan.  Psychologists disagree over whether we develop continuously or in stages. Many developmental theories support the discontinuous theory of development, but there is also evidence to the contrary.  Genetics and environment influence our development.	<b>ESSENTIAL QUESTIONS</b>  <ul style="list-style-type: none"> <li>How and why do people change over time?</li> <li>Do people develop continuously or in stages?</li> <li>What influences impact the development of children?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> Developmental psychology addresses the process by which we change. These issues analyze how effective the following arguments are on our development: nature vs. nurture, stability vs. change, and continuity vs. discontinuity.  There are five main motor reflexes that we are born with that ensure survival: rooting, grasping, sucking, moro,	<b>Students will be able to:</b> Assess the arguments of nature vs. nurture, stability vs. change and continuity vs. discontinuity in the determination of behavior.  Analyze and discuss the maturation of motor skills.

<p><b>Common Core Standards</b></p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>and babinski.</p> <p>Stage theories are discontinuous theories of development.</p> <p>The attachment bond is a powerful survival impulse that keeps infants close to their caregivers.</p> <p>The three most common parenting styles are authoritarian, permissive, and authoritative.</p> <p><b>VOCABULARY AND KEY TERMS:</b> longitudinal method, cross-sectional method, schema, assimilation, accommodation, object permanence, irreversibility, conservation, permissive style of parenting, authoritative style of parenting, authoritarian style of parenting, psychosocial stages, stage theory</p>	<p>Discuss and analyze the theories of Freud, Erikson, Piaget and Kohlberg.</p> <p>Identify the key psychologists that contributed to attachment theory (Harlow and Ainsworth).</p> <p>Critique the three parenting styles and analyze their impact on child development.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Writing a brief essay based on a short documentary, describing the critical period and how it applies to the cases, while specifically indicating the type of research done and APA Ethical Guidelines followed and violated.</li> <li>● Writing an AP essay that will require them to describe the theories of Freud, Erikson, Piaget and Kohlberg, as well as apply them to the life</li> </ul>		

of an 8 year-old child.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will individually fill out a chart from their own lives about different stages of their lives. They will answer questions about their feelings, how they looked, what they were concerned about, etc. The students will then discuss these as an anticipatory set for the stage theories, particularly Freud and Erikson.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit VII: Developmental Psychology**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Developmental Psychology <ul style="list-style-type: none"> <li>● Motor Development</li> <li>● Attachment Theories</li> <li>● Developmental Theories</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Developmental Psychology."  Kohlberg-Gilligan Controversy: <a href="http://www.simplypsychology.org/kohlberg.html">http://www.simplypsychology.org/kohlberg.html</a>  Harlow Experiment: <a href="http://muskingum.edu/~psych/psycweb/history/harlow.htm">http://muskingum.edu/~psych/psycweb/history/harlow.htm</a>

**Randolph Township School District**  
**AP Psychology**  
**UNIT VIII: Learning**

**TRANSFER:** Students will be able to analyze the ways in which people learn and apply their knowledge to how they learn information and behavior, as well as how to best address the learning styles of others.

<b>STANDARDS / GOALS:</b>  <b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
IVA-1.1 Discuss learning from a psychological viewpoint.  IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience.	While people may have differing ways of how they learn best, all learning is categorized as relatively permanent behavior change due to experience.	<ul style="list-style-type: none"> <li>How do people learn?</li> </ul>
IVA-2.1 Describe the classical conditioning paradigm.  IVA-3.1 Describe the operant conditioning paradigm.	Our learning is largely influenced by associations we make, rewards and punishments we receive and behavior we observe.	<ul style="list-style-type: none"> <li>How do our experiences influence our ability to learn?</li> </ul>
IVA-4.1 Explain how observational learning works.  IVA-4.2 Describe cognitive learning approaches.	<b>KNOWLEDGE</b>	<b>SKILLS</b>
IVA-5.1 Identify biological contributions to learning. IVA-5.3 Explore how biological and cultural factors interact to impede or enhance learning.  IVA-5.4 Describe the collaborative nature of some forms of learning within cultures.  <b>Common Core Standards</b>  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	<b>Students will know:</b> In observational learning, people learn by watching others' experiences and examples.  Classical conditioning is a type of learning in which organisms come to associate stimuli. There are many factors that create a classical conditioning learning experience, such as acquisition, extinction, spontaneous recovery, generalization, discrimination.	<b>Students will be able to:</b> Distinguish the differences between principles of classical conditioning, operant conditioning, and observational learning.  Identify and apply basic classical conditioning terminology.

<p>selection, organization, and analysis of content.</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Operant conditioning is learning through consequences.</p> <p>Operant conditioning consists of positive and negative reinforcement and punishment in order to change or create a desired behavior.</p> <p>Research on cognitive mapping and latent learning demonstrate the importance of cognitive processes in learning</p> <p><b>VOCABULARY AND KEY TERMS:</b>  classical conditioning, unconditioned stimulus, conditioned stimulus, unconditioned response, conditioned response, neutral stimulus, extinction, stimulus generalization, stimulus discrimination, operant conditioning, reinforcement, positive reinforcement, negative reinforcement, continuous reinforcement, shaping, intermittent reinforcement, fixed ratio schedule, variable ratio schedule, punishment, positive punishment, negative punishment, observational learning</p>	<p>Predict the effects of operant conditioning including those related to reinforcers, reinforcement, punishment and schedules of reinforcement.</p> <p>Justify the use of punishment in real-life scenarios.</p> <p>Describe the essential characteristics of insight learning, latent learning and social learning.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Writing an essay that describes specific behaviors they have learned through both classical and operant conditioning, including all aspects of each type of conditioning and correctly identifying the behaviors, reinforcers, schedules, stimuli, and responses.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students will participate in a hands-on example of classical conditioning using lemonade powder.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit VIII: Learning**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Learning <ul style="list-style-type: none"> <li>● Classical Conditioning</li> <li>● Operant Conditioning</li> <li>● Cognitive Learning</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Learning."  <i>Forty Studies that Changed Psychology</i> , by Roger Hock.  "It's not Just about Salivating Dogs!" Pavlov, I. P. (1927). <i>Conditioned reflexes</i> . London: Oxford University Press.  "Little Emotional Albert." Watson, J. B., & Rayner, R. (1920). Conditioned emotional responses. <i>Journal of Experimental Psychology</i> , 3, 1-14.  "See Aggression...Do Aggression!" Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. <i>Journal of Abnormal and Social Psychology</i> , 63, 575 - 582.



# RANDOLPH TOWNSHIP SCHOOL DISTRICT

## AP Psychology

### UNIT IX: Sensation and Perception

<b>TRANSFER:</b> Students will be able to recognize how their biological makeup impacts the way they perceive the world around them.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p><b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b></p> <p>IIB-1.1 Explain the concepts of threshold, adaptation, and constancy.</p> <p>IIB-1.2 Describe the operation of sensory systems.</p> <p>IIB-1.3 List forms of energy for which we do and do not have sensory receptors.</p> <p>IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.</p> <p>IIB-2.2 Describe binocular and monocular depth cues.</p> <p>IB-2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text,</p>	Our sensations are the result of the relationship between physical stimuli and the psychological effects, and how we interpret and organize this information are our perceptions.	<ul style="list-style-type: none"> <li>How do biology and psychology allow us to interpret the world around us?</li> </ul>
	Our schemas and perceptual sets shape the way we perceive the world.	<ul style="list-style-type: none"> <li>How do our expectations affect perception?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>The three main energy senses are vision, hearing, and pain. The two main chemical senses are taste and smell.</p> <p>There are two main body position senses: vestibular and kinesthetic.</p> <p>The three perceptual theories are signal detection theory, top-down processing theory, bottom-up processing theory. These theories attempt to explain the reasoning</p>	<p><b>Students will be able to:</b></p> <p>Describe sensory processes including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.</p> <p>Apply body position senses to real-life activities.</p> <p>Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.</p>

<p>including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>behind our perceptions.</p> <p>The principles of visual perception are gestalt rules, constancy, and depth cues.</p> <p>Perceptual set is a mental predisposition that functions as a lens through which we perceive the world.</p> <p><b>VOCABULARY AND KEY TERMS:</b> absolute threshold, sensory adaptation, transduction, signal detection theory, gate-control theory, rods, cones, blind-spot, cochlea</p>	<p>Explain the processes of visual perception and analyze how they connect to stereotypes.</p> <p>Analyze their own mental predispositions and assess how it influences their worldview.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Analyzing “Brain Games” and describing the psychological theories in detail.</li> <li>Explaining the connection between the gestalt rules and stereotypes.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Student will individually create a diagram of the process of transduction for vision and hearing. They will label each part of the ear and eye and create a flowchart depicting the process of transduction.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit IX: Sensation and Perception**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Sensation and Perception <ul style="list-style-type: none"> <li>● Chemical Senses</li> <li>● Body Senses</li> <li>● Principles of Visual Perception</li> <li>● Perceptual Theories</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Sensation and Perception"  The Stroop Effect <a href="https://www.math.unt.edu/~tam/SelfTests/StroopEffects.html">https://www.math.unt.edu/~tam/SelfTests/StroopEffects.html</a>  <i>Forty Studies that Changed Psychology</i> , by Roger Hock  "Watch out for the Visual Cliff." Gibson, E. J. & Walk, R. D. (1960). <i>Scientific American</i> , 202(4), 67-71.

**Randolph Township School District**  
**AP Psychology**  
**Unit X: Cognition and Memory**

**TRANSFER:** Students will be able to apply their understanding of the cognitive and memory processes to the ways in which they process and store information in their everyday lives.

<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IVB-1.1 Characterize the difference between surface and deep (elaborate) processing.  IVB-1.2 Identify other factors that influence encoding.  IVB-2.1 Describe the operation of sensory memory. IVB-2.2 Describe the operation of short-term memory and working memory.  IVB-2.3 Describe the operation of long-term memory.  IVB-3.1 Analyze the importance of retrieval cues in memory.  IVB-3.2 Explain the role that interference plays in retrieval.  IVB-3.3 Relate difficulties created by reconstructive memory processes.  IVB-4.1 Identify the brain structures most important to memory.  IVB-5.1 Identify factors that interfere with memory.  IVB-5.2 Describe strategies for improving memory based on our understanding of memory.	Cognition refers to all the mental activities associated with thinking, knowing, remembering, and communicating.	<ul style="list-style-type: none"> <li>How does understanding our own cognition impact our lives?</li> </ul>
	The cognitive processes involved in problem solving and judgment are similar to those involved in stereotyping. These capabilities are influenced by personal experiences and social learning.	<ul style="list-style-type: none"> <li>How do psychological factors affect our problem solving and judgement capabilities?</li> </ul>
	There are multiple theories on language development. Some suggest that the potential for language is innate while others maintain that language is acquired through interaction with one's environment and cognitive processes.	<ul style="list-style-type: none"> <li>How does environment affect language development?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> Information processing and 3 box model of memory theories are important models of memory.	<b>Students will be able to:</b> Compare and contrast the two models of memory.

<p>IVB-6.1 Describe the processes that lead to inaccuracies in memory</p> <p>IVC-1.1 Define thinking as a mental process involved in the manipulation and understanding of information.</p> <p>IVC-1.2 Recognize that information is classified into categories containing similar properties known as concepts</p> <p>IVC-2.1 Identify problem solving as a directed and productive example of thinking.</p> <p>IVC-2.2 Explain the use of creative thinking in problem solving.</p> <p>IVC-2.3 Analyze the obstacles that inhibit problem solving and decision-making.</p> <p>IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communication.</p> <p>IVC-3.2 Recognize that language is organized in a hierarchical structure.</p> <p>IVC-4.1 Discuss the effects of development on language acquisition.</p> <p>IVC-4.2 Evaluate the theories of language acquisition.</p> <p>IVC-5.1 Examine the influence of language on thought and behavior.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including</p>	<p>There are two types of retrieval: recognition and recall. The five main factors that affect retrieval are the serial position effect, mnemonic cues, context dependent memory, mood congruent memory, and state dependent memory.</p> <p>Forgetting is the inability to access information from long term memory. Factors that affect forgetting are the tip of the tongue phenomenon, proactive interference, retroactive interference, anterograde amnesia, retrograde amnesia.</p> <p>Algorithms and heuristics are two types of problem solving.</p> <p>There are six main errors in judgement: functional fixedness, rigidity, confirmation bias, framing, belief perseverance, hindsight bias.</p> <p>The four stages in language development are babbling, holophrase, telegraphic speech, overgeneralization of speech.</p> <p>There are two theories that attempt to explain language: the nativist theory and the linguistic relativity hypothesis.</p> <p><b>VOCABULARY AND KEY TERMS:</b> recall, recognition, serial-position effect, episodic memory, proactive interference, retroactive interference, retrograde amnesia, anterograde amnesia, method of loci,</p>	<p>Evaluate the five main factors that affect retrieval and determine their effectiveness.</p> <p>Discern between the different types of interference and amnesia.</p> <p>Identify problem solving strategies as well as factors that influence their effectiveness.</p> <p>Compare the availability heuristic with vivid cases and representative heuristic with stereotypes.</p> <p>Define the six errors in judgement and apply them to real-life scenarios.</p> <p>Identify and explain the stages of language development.</p> <p>Analyze the two theories of language development and evaluate the validity of each.</p>
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<p>determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>phonemes, morphemes, algorithm, functional fixedness, confirmation bias, heuristic, availability heuristic, representative heuristic, divergent thinking</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Writing a research paper about an experiment in cognitive psychology of their own design.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>● Students will be read a series of words, but will not be allowed to write them down. Class will continue as usual for several minutes. Students will then be asked to recall as many words from the list as possible. Students will then engage in a class discussion about the words that they were able to remember and why they think they were able to remember them. After, students will learn about the serial position effect and will create their own serial position curve to illustrate the class data.</li> <li>● Students will be shown a security video of a crime. After viewing, students will be asked a series of questions and will write down the answer in their notebooks. This will lead to a class discussion about eyewitness memory and its reliability.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit X: Cognition and Memory**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Cognition and Memory <ul style="list-style-type: none"> <li>● Models of Memory</li> <li>● Problem Solving and Judgment</li> <li>● Language Development</li> <li>● Theories of Language</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Cognition."  Eyewitness Identification <a href="http://www.apa.org/monitor/apr06/eyewitness.aspx">http://www.apa.org/monitor/apr06/eyewitness.aspx</a>  Availability Heuristics <a href="http://www.magicmgmt.com/gary/something/">http://www.magicmgmt.com/gary/something/</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT XI: Motivation and Emotion**

<b>TRANSFER:</b> Students will have a better understanding of stress, which will allow them to successfully cope when it occurs.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IIC-1.1 Apply motivational concepts to the behavior of humans and other animals.  IIC-2.1 Describe the interaction of internal cues and learning on basic drives.  IIC-2.2 Describe the situational cues giving rise to anger and fear.  IIC-2.3 Describe the situational cues and individual characteristics giving rise to curiosity and anxiety.  IIC-3.1 Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow's hierarchy of needs, and drive reduction.  IIC-4.1 Explain how common motives and emotions develop.  IIC-5.1 Use expectancy-value theory to explain their own and others' behavior.  IIC-6.1 Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories.  IIC-6.2 Explaining how emotions and behaviors are related.  IIC-7.1 Describe differences in perception between individuals differing in motivation.  IIC-7.2 Explain how learning, memory,	Emotions are a mix of physiological arousal, expressive behaviors and consciously experienced thoughts and feelings. Emotions are both physiological and psychological.	<ul style="list-style-type: none"> <li>How do we experience emotion?</li> </ul>
	Motivation is heavily based on psychological factors. It is different for all of us.	<ul style="list-style-type: none"> <li>How does motivation affect human behavior?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b>  The major theories of motivation are the drive reduction theory, the incentive theory, the arousal theory, and Maslow's hierarchy of needs.  Social motivational theories are intrinsic and extrinsic motivation and management theory.  There are also physiological motives which are driven by the hypothalamus.  Conflict is defined as being pulled in two directions by	<b>Students will be able to:</b>  Identify and apply basic motivational theories to understand behavior of humans.  Analyze the effectiveness of intrinsic versus extrinsic rewards on human behavior.  Trace the relationship between humans' brains and motivations.  Evaluate the effects of stress on psychological and



<p>problem-solving, and decision-making strategies are influenced by motivation and emotion.</p> <p><b>Common Core Standards</b></p> <p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>opposing forces. Our bodies go through a three-stage process when stressed called the General Adaptation Syndrome.</p> <p>The three main theories of emotion are James-Lange, Cannon-Bard, and the 2-factor theory.</p> <p><b>VOCABULARY AND KEY TERMS:</b>  hierarchy of needs, achievement motivation, extrinsic motivation, intrinsic motivation, display rules, James-Lange theory, Schachter-Singer two-factor theory, stress, conflict, general adaptation syndrome</p>	<p>physical well being and examine the connection between GAS and the functions of the autonomic nervous system.</p> <p>Compare and contrast major theories of emotion.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>● Writing an AP essay that includes the general adaptation syndrome, visual transduction of the eye and the nervous system.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>● Students will research 4 extreme survival stories for homework. They need to describe these cases and list to primary motivational drives in each. As a class, we will discuss these stories and try to apply these to our own lives.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit XI: Motivation and Emotion**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
3 Weeks	Motivation and Emotion <ul style="list-style-type: none"><li>● Motivational Theories</li><li>● Emotion Theories</li><li>● Stress</li><li>● Conflict</li></ul>	<i>Barron's Guide to AP Psychology</i> "Motivation and Emotion."  Universal Expressions <a href="http://www.paulekman.com/micro-expressions/">http://www.paulekman.com/micro-expressions/</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT XII: Testing and Individual Differences**

<b>TRANSFER:</b> Students will be able to apply their comprehension of different intelligences to better understand their personal aptitudes.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IVE-1.1 Define and understand the nature of test constructs, such as intelligence, personality, and creativity.  IVE-1.2 Describe basic statistical concepts in testing.  IVE-2.1 Explain how intelligence and personality may be influenced by heredity and environment.  IVE-3.1 Link intelligence to the use of cognitive skills and strategies.  IVE-3.2 Describe theories of intelligence.  IVE-4.1 Explain why intelligence tests predict achievement.  IVE-4.2 Explain issues of using conventional intelligence tests.  <b>Common Core Standards</b>  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis;	Broadly, intelligence is the ability to learn from experience, solve problems and use knowledge to adapt to new situations, but there is significant debate about its definition and genesis.	<ul style="list-style-type: none"> <li>Why is intelligence important?</li> </ul>
	Measures of intelligence must be valid and reliable; however, there is debate on whether or not intelligence can be measured in a standardized fashion.	<ul style="list-style-type: none"> <li>How accurately can a test measure intelligence?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> There are various forms of validity and reliability. Validity is when a test measures what it is designed to measure. Reliability is the consistency of test results.  There are various types of tests designed to measure aptitude, achievement, problem-solving ability.	<b>Students will be able to:</b> Recognize techniques utilized to establish reliability and validity.  Compare and contrast various theories of intelligence and evaluate them on their validity.  Create an argument for and against standardized testing and discuss opinions.  Analyze the limitations of intelligence testing.

<p>provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p>There are various theories of intelligence. Distinct from academic intelligence is social intelligence, the ability to comprehend social situations and manage oneself successfully.</p> <p>Some of the best-known studies involving intelligence were conducted by Francis Galton, Alfred Binet, and Lewis Terman.</p> <p>Studies have been conducted to ascertain biological and environmental influences on intelligence.</p> <p><b>VOCABULARY AND KEY TERMS:</b> g factor, fluid intelligence, crystallized intelligence, standardization, reliability, validity, self-fulfilling prophecy</p>	<p>Apply Gardner’s theory of multiple intelligences to their own abilities.</p> <p>Evaluate previous studies on intelligence and analyze both the positive and negative impacts.</p> <p>Analyze how the nature versus nurture debate influences our understanding of intelligence.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Analyzing statistical questions, using the information on IQ stats, and applying what they learned from the research chapter.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students will be given sample IQ test questions to answer individually. We will then discuss answers as a class, bringing into question the validity of IQ tests.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit XII: Testing and Individual Differences**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	Testing and Individual Differences <ul style="list-style-type: none"> <li>● Validity</li> <li>● Reliability</li> <li>● Intelligence</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Testing and Individual Differences."  Multiple Intelligences <a href="http://www.edutopia.org/multiple-intelligences-research">http://www.edutopia.org/multiple-intelligences-research</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Psychology**  
**UNIT XIII: Consciousness**

<b>TRANSFER:</b> Through their understanding of consciousness, students will be able to better explain how their own awareness is affected by external factors.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<b>APA National Standards for High School Psychology Curricula - Endorsed by the NCSS</b>  IVD-1.1 Define states of consciousness. IVD-1.2 Describe levels of consciousness.  IVD-2.1 Describe the sleep cycle. IVD-2.2 Compare theories that explain why we sleep. IVD-2.3 Assess types of sleep disorders.  IVD-3.1 Demonstrate an understanding of individual differences in dream content and recall.  IVD-3.2 Compare different theories about the use and meaning of dreams.  IVD-4.1 Describe several hypnotic phenomena. IVD-4.2 Explain possible uses of hypnosis in psychology.  IVD-5.1 Characterize the major categories of psychoactive drugs and their effects.  IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.  <b>Common Core Standards</b>  W.11-12.4: Produce clear and coherent	Depending on their state of consciousness, people may have more or less awareness of themselves and their surroundings.	<ul style="list-style-type: none"> <li>How is our awareness affected by altered states of consciousness?</li> </ul>
	Environmental stimuli can affect our awareness and skew our perception of reality.	<ul style="list-style-type: none"> <li>How do our perceptions affect our reality?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<b>Students will know:</b> There are 5 stages of sleep in our sleep cycle. Sleep strengthens memory, increases concentration, and fortifies the immune system.  Sleep disorders include insomnia, narcolepsy, sleep apnea and sleep walking.  Dual processing affects our perceptions, memory and attitudes at an explicit conscious level and at an implicit unconscious level.	<b>Students will be able to:</b> Identify the stages of sleep and examine the level of awareness at each stage.  Identify symptoms of sleep disorders and explain their impact on people.  Analyze the differences between conscious and unconscious processing.
	There are three major views of the function of dreams;	Compare and contrast the theories of dreaming.

<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>the Freudian perspective, the information processing perspective and the activation-synthesis theory.</p> <p>Psychoactive drugs are chemicals that change perceptions and moods through their actions at the neural synapses.</p> <p><b>VOCABULARY AND KEY TERMS:</b> circadian rhythm, REM sleep, hypnosis, dissociation</p>	<p>Identify the major psychoactive drug categories and investigate the effects on human behavior and consciousness.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>Analyzing story-based scenarios to conclude how substances impact states of consciousness.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>Students must research one article online supporting the legalization of marijuana and one article against it. They must summarize the articles, articulate their opinions, and support their reasoning with evidence.</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Advanced Placement Psychology**  
**Unit XIII: Consciousness**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
2 Weeks	Consciousness <ul style="list-style-type: none"> <li>• Sleep Stages</li> <li>• Sleep Disorders</li> <li>• Addiction</li> <li>• Depressants, Stimulants, and Hallucinogens</li> </ul>	<i>Barron's Guide to AP Psychology</i> "Consciousness"  <i>YouTube</i> Narcolepsy Clips <a href="https://www.youtube.com/watch?v=-zVCYdrw-1o">https://www.youtube.com/watch?v=-zVCYdrw-1o</a>  <a href="https://www.youtube.com/watch?v=X0h2nleWTwI">https://www.youtube.com/watch?v=X0h2nleWTwI</a>



## **Appendix A**

### **Classical and Operant Conditioning Essay (Unit VII)**

#### **Introduction:**

You will be identifying examples of learning through conditioning that have happened in your life. You will need to identify and explain two (2) behaviors you learned through classical conditioning, and (2) behaviors you learned through operant conditioning. These should be original ideas and not just examples discussed in class.

#### **Requirements:**

- Identify 2 behaviors you learned through classical conditioning and label the UCS, UCR, CS, and CR.
  - You must describe the situation
  - Then label the UCS, UCR, CS, and CR
  - HELPFUL HINT: The UCR and CR must be involuntary behaviors
- Identify 2 behaviors you learned through operant conditioning and answering the following questions?
  - What behavior was modified/changed?
  - Was the behavior strengthened or weakened?
  - What was the consequence? HELPFUL HINT: A consequence does not necessarily have to be a bad thing!
  - Was it an example of positive reinforcement, negative reinforcement, positive punishment, or negative punishment? Explain.

All of the above should be typed in essay format.

## **AP Psychology 4<sup>th</sup> Q Benchmark**

For the 4<sup>th</sup> Quarter benchmark, you will be doing a project of your choice. These will be presented during the benchmark testing days at the end of the year. Each project will have its own rubric, which will be given out when you choose and have your project approved.

- Can be individual or group.
- No groups larger than four.
- Each group will receive a rubric based upon their project. Each member will also be graded by their peers, and I will take them seriously.
- Any and all technology must be previewed before the actual presentation.

Below is a list of a few ideas to get the creative juices flowing. This is not, by any means, a comprehensive list.

### **Possible (but not limited to) Topics**

1. Any appropriate topic not covered in class, i.e. the Five Stages of Death and Dying. This will include a visual and 10 minute presentation.
2. Empowered Barbie (Gender). You are going to “fix” her so she is a better role model. Visual plus 10 minute presentation.
3. Phrenology. Great “model” project! We used to determine personality by the bumps on one’s head. Visual and 10 minute presentation.
4. DSM V project. This will also be briefly presented to the class, about 5 minutes. Some sort of visual is also needed.
5. Biographical presentation on a psychologist. Visual and 10 minute presentation.
6. Movie (10-15 minutes)