

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Advanced Placement Psychology

Grade Level:11-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: Advanced Placement Psychology

Subject Area: Social Studies

Grade(s): 11-12

Course Description: This course is designed for highly motivated students to understand, evaluate, explain, and analyze various topics regularly studied in a college level Introduction to Psychology course. A rigorous examination of the following topics will be studied during this year long course: the Science of Psychology, the Biological Perspective, Sensation and Perception, Consciousness: Sleep, Dreams, Hypnosis, and Drugs, Learning, Memory, Cognition, Motivation and Emotion, Stress and Health, Development Across the Life Span, Theories of Personality, Psychological Disorders, Psychological Therapies, and Social Psychology. In addition to a substantial amount of independent study and reading, this class will utilize the integration of technology, cooperative learning, and student activities. All students are expected to take the national advanced placement examination. Students may also earn college credit with an appropriate score on the AP examination.

Time/Credit for the Course: 2 semester/ 1 credits

Curriculum Writing Committee: David J. Peters

Curriculum Map

Marking Period One:

Overview:

- Unit 1:** 5 days
- Unit 2:** 10 days
- Unit 3:** 10 days
- Unit 4:** 10 days
- Unit 5:** 10 days

Marking Period One -Goals:

Understanding of: Students will learn about the foundations of psychology by studying the basic units in any introduction to psychology course. These units will include a study of the history and approaches to psychology, the research methods used in psychological research, the explanation of the biological basis for behavior, the study of workings of sensation and perception specifically its relationship to behavior, and the states of consciousness.

Unit 1: The Science of Psychology

1. What is Psychology?
2. Psychology Then: The History of Psychology
3. Psychology Now: Modern Perspectives
4. Psychological Professionals and Areas of Specialization
5. Applying Psychology to Everyday Life: Stereotypes, Athletes, and Test Performance
6. Experimental, Correlational, and Clinical Research
7. Statistics
 - a. Descriptive
 - b. Inferential
8. Ethics in Research

Unit 2: The Biological Perspective

1. An Overview of the Nervous System
2. Neurons and Nerves: Building the Network
3. The Central Nervous System – The Central Processing Unit
4. The Peripheral Nervous System – Nerves on the Edge
5. Peeking Inside the Brain
6. From the Bottom Up: The Structures of the Brain
7. The Chemical Connection: The Endocrine Glands
8. Applying Psychology to Everyday Life: Reflections on Mirror Neurons

Unit 3: Sensation and Perception

1. The ABCs of Sensation
2. The Science of Seeing
3. The Hearing Sense: Can You Hear Me Now?
4. Chemical Senses: It Taste Good, but It Smells Terrible
5. Somesthetic Senses: What the Body Knows
6. The ABCs of Perception
7. Applying Psychology to Everyday Life: Thinking Critically about ESP

Unit 4: Consciousness: Sleep, Dreams, Hypnosis, and Drugs

1. What Is Consciousness?
2. Altered States: Sleep
3. Dreams
4. Altered States: Hypnosis
5. Altered States: Psychoactive Drugs
6. Applying Psychology to Everyday Life: Are You Sleep Deprived?

Unit 5: Learning

1. Definition of Learning
2. It Makes Your Mouth Water: Classical Conditioning
3. What's in it for Me? Operant Conditioning
4. Cognitive Learning Theory
5. Observational Learning
6. Applying Psychology to Everyday Life: Can You Really Toilet Train Your Cat?

Marking Period Two

Overview:

Unit 6: 12 days

Unit 7: 10 days

Unit 8: 15 days

Unit 9: 8 days

Marking Period Two -Goals:

Understanding of: In this marking period, students learn how memory is the key to the ability to learn. The ability to learn is the key to survival, and we cannot learn unless we can remember what happened the last time a particular situation arose. Students will also learn the ways in which we forget information so that we can apply that learning so that forgetting occurs less frequently. In addition, students will address how humans convert sensory input into different kinds of information. They will examine how humans learn, remember, and retrieve information. This is the part of the course that addresses problem solving, language, and creativity, as well as, the exploration of the biological and social factors that motivate behavior and biological and cultural factors that influence emotion. Finally, students will study how stress and health are related. They will explore the sources of stress in daily life, the factors that can make a stressful event easier or more difficult, and the ways to cope with stress in everyday life and extraordinary experiences.

Unit 6: Memory

1. Memory
2. Models of Memory
3. The Information-Processing Model
4. Three Stages of Memory
5. Getting It Out: Retrieval of Long-Term Memories
6. The Reconstructive Nature of Long-Term Memory
7. Retrieval: How Reliable Are Memories?
8. What Were We Talking About? Forgetting
9. Memory and the Brain
10. The Physical Aspects of Memory

11. Applying Psychology to Everyday Life: Current Research in Alzheimer’s Disease

Unit 7: Cognition: Thinking, Intelligence, and Language

1. How People Think
2. Intelligence
3. Language
4. Applying Psychology to Everyday Life: Mental Exercises for Better Cognitive Health

Unit 8: Motivation and Emotion

1. Approaches to Understanding Motivation
2. What, Hungry Again? Why People Eat
3. Emotion
4. Applying Psychology to Everyday Life: A How-To of Happiness?
5. Stress and Stressors
6. Physiological Factors: Stress and Health
7. Coping with Stress
8. Applying Psychology to Everyday Life: Focus on Wellness

Unit 9: Stress and Health

1. Stress and Stressors
2. Physiological Factors: Stress and Health
3. Coping with Stress
4. Applying Psychology to Everyday Life: Focus on Wellness

Marking Period Three

Overview:

Unit 10: 14 days

Unit 11: 8 days

Unit 12: 14 days

Unit 13: 9 days

Marking Period Three – Goals

Understanding of: In marking period 3, students will look at the influences that help determine our developmental pathway through life. Students will come to understand that personality is the sum total of who you are – attitudes and reactions, both physical and emotional. In addition, students will develop an understanding of just what is meant by abnormal behavior and the different ways in which behavior can depart from the “normal” path as well as identifying the treatments of specific mental disorders so that an informed decision can be made and the best possible outcome can be achieved for mental health and wellness.

Unit 10: Development Across the Life Span

1. Issues in Studying Human Development
2. Prenatal Development
3. Infancy and Childhood Development
4. How Sex and Gender Influence Development
5. Adolescence
6. Adulthood
7. Applying Psychology to Everyday Life: ADHD – Not Just for Children.

Unit 11: Theories of Personality

1. Theories of Personality
2. The Man and the Couch: Sigmund Freud and the Psychodynamic Perspective
3. the Behaviorist and Social Cognitive View of Personality
4. The Third Force: Humanism and Personality
5. Trait Theories: Who Are You?
6. the Biology of Personality: Behavioral Genetics
7. Assessment of Personality
8. Applying Psychology to Everyday Life: Personality Testing on the Internet

Unit 12: Psychological Disorders

1. What Is Abnormality?
2. Models of Abnormality
3. DSM-IV-TR
4. Somatoform Disorders: Sickness as a State of Mind
5. Dissociative Disorders: Altered Consciousness
6. Mood Disorders: The Effect of Affect
7. Schizophrenia: Altered Reality
8. Personality Disorders: I'm Okay, It's Everyone Else Who's Weird
9. Applying Psychology to Everyday Life: Seasonal Affective Disorder

Unit 13: Psychological Therapies

1. Two Kinds of Therapy
2. The Early Days of Therapy: Ice-Water Baths and Electric Shocks
3. In the Beginning: Psychoanalysis
4. Humanistic Therapy
5. Behavior Therapies
6. Cognitive Therapies
7. Group Therapies
8. Does Psychotherapy Really Work?
9. Psychotherapeutic Strategies and Disorder Prevention
10. Biomedical Therapies
11. Applying Psychology to Everyday Life: Should Antidepressants Be Prescribed for Children and Adolescents?

Marking Period Four

Overview:

Unit 14: 15 days

Unit 15 After the AP exam: 30 days

Marking Period Four – Goals

Understanding of – Students learn that human beings are social creatures, we live with others, work with others, and play with others, and that the people who surround us all of our lives have an impact on our beliefs and values, decisions, and assumptions, and the way we think about other people in general. Students will also address social psychology issues such as prejudice, obedience, love, and hate. In addition, students will use the knowledge they acquired during the year to complete projects and activities after the completion of the Advanced Placement Exam.

Unit 14: Social Psychology

1. Social Influence: Conformity, Compliance, and Obedience
2. Social Cognition: Attitudes, Impression Formation, and Attribution
3. Social Interaction: Prejudice, Love, and Aggression
4. Liking and Loving: Interpersonal Attraction
5. Aggression and Prosocial Behavior
6. Applying Psychology to Everyday Life: Anatomy of a Cult

Unit 15: After the AP Exam

1. Projects from units 1-14 not completed prior to AP exam due to time constraints
2. Activities from units 1-14 not completed prior to AP exam due to time constraints

Curriculum Plan

Unit 1: The Science Psychology

Time Range: 5 days

Grade Level(s): 11th – 12th

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Development of psychology as an empirical science

Essential Questions:

- What defines psychology as a field of study and what are psychology's four primary goals?
- How did structuralism and functionalism differ, and who were the important people in those early fields?
- What were the basic ideas and who were the important people behind the early approaches known as Gestalt, psychoanalysis, and behaviorism?
- What are the basic ideas behind the seven modern perspectives, as well as the important contributions of Skinner, Maslow, and Rogers?
- How does a psychiatrist differ from a psychologist, and what are the other types of professionals who work in the various areas of psychology?

Concepts:

- Recognize the strengths and limitations of applying theories to explain behavior.
- Recognize how philosophical perspectives shaped the development of psychological thought.
- Describe and compare different theoretical approaches in explaining behavior.
- Identify the major historical figures in psychology.
- Distinguish the different domains of psychology

Competencies:

- Articulate how philosophical perspectives shaped the development of psychological thought.
- Summarize the different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, and cognitive as more contemporary approaches.
- Evaluate the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology:
 - biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social.

- Articulate the importance of the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

Big Idea #2: Research methods and measurements used to study behavior and mental processes

Essential Questions:

- Why is psychology considered a science, and what are the steps in using the scientific method?
- How are naturalistic and laboratory settings used to describe behavior, and what are some of the advantages and disadvantages associated with these settings?
- How are case studies and surveys used to describe behavior, and what are some drawbacks to each of these methods?
- What is the correlational technique, and what does it tell researchers about relationships?
- How are operational definitions, independent and dependent variables, experimental and control groups, and random assignment used in designing an experiment?
- How do the placebo and experimenter effect cause problems in an experiment, and how can single-blind and double-blind studies control for these effects?
- What are the basic elements of Amabile's creativity experiment?
- What are some ethical concerns that can occur when conducting research with people and animals?
- What are the basic principles of critical thinking, and how can critical thinking be useful in everyday life?

Concepts:

- Differentiate types of research with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn.
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

Competencies:

- Evaluate the types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.
- Articulate how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- Contrast the independent, dependent, confounding, and control variables in experimental designs.
- Summarize the importance between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- Analyze how ethical issues inform and constrain research practices.
- Articulate how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

Overview: The History of Psychology and Research Methods

Goals:

- Students will be able to describe the development of psychology as an empirical science
- Students will be able to identify the major subfields within psychology
- Students will be able to discuss the various research methods and measurements used to study behavior and mental processes
- Students will be able to explain the ethical issues in research with human and non-human animals
- Students will be able to describe the basic concepts of data analysis

Objectives:

- Define: Psychology, behavior, and cognition. (DOK – Level One)
- List and explain the goals of psychology, schools of thought, and current approaches in psychology. (DOK – Level One)
- Recall the development of the field of psychology from ancient Greece to today. (DOK – Level One)
- Critique the contributions of famous pioneers in psychology. (DOK - Level Three)
- Analyze and apply various research methods used in psychological studies. (DOK – Three)
- Identify various career choices for psychology majors and predict job growth in the various fields (DOK Level One and Two)
- Differentiate between the conscious and unconscious mind and describe the functions of each (DOK - Level Three)
- Summarize the causes, describe the conditions, and evaluate the effects of various altered states of consciousness. (DOK – Level Two)
- Compare the various research methods used in psychology and describe the strengths and weaknesses of each. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Students will take a test and have a class discussion on the misconceptions about psychology. This is one of the most popular and venerable activities for an introductory course is the administration and subsequent discussion of misconceptions about psychology.
- Psychology’s goals applied to matchmaking activity. Based only on the descriptions provided, students will guess which pairs of the people listed below belong together. There is no right or wrong answer. Students should go with their instincts but base their decisions on the relationship to the goals of psychology.
- Students will work in small groups. Each group should take one of the major psychological perspectives discussed in Unit 1 (psychodynamic, behavioral, humanistic, cognitive, sociocultural, bio-psychological and evolutionary). In the first step, using their books and their minds, they are to outline the key figures as well as key terms and concepts on a transparency or poster, in preparation for presenting their perspective to the class. In the second step of this exercise, students are to read a brief case history and analyze the case according to their chosen perspective. The third step is to present their perspective and their analysis to the class.
- Students will play the game, Twenty Questions, in which they try to guess a certain specialization in psychology.
- Students will complete the activity “Can Science Answer This Question?” Students will be asked to identify whether specific questions can be addressed using the methods of science.
- Students will complete the “Experimental Design” activity. The overarching goals of this exercise is to demonstrate how psychology and the scientific method can be used to address issues that

interest students, to teach them how the concepts they are learning influence experimental design, and to impress on them an appreciation for the challenges faced by experimental psychologists.

- Students will complete handout 1.4 “Understanding Correlations”. This activity will have students identify positive and negative correlations.
- Students will complete the worksheet “Which Method Would You Use?” Activity demonstrates students understanding of the different methods of research used by experimental psychologists.
- Students will complete the worksheet “Name That Research Method”.
- Students will demonstrate knowledge and understanding of the vocabulary terms addressed in unit one by completing a unit crossword puzzle and fill-in-the-blank worksheet.

Assessments:

Diagnostic:

- Students’ participation and answers during class discussion.

Formative:

- Students’ timely and accurate completion of homework assignments.
- Students’ accurate completion of classroom activities.
- Students’ will periodically have their classroom binders evaluated.
- Students’ will research the early schools of psychology, various career opportunities in psychology, and the historical figures important to psychology.

Summative:

- Students will write an analytical essay on the various approaches to psychology. The PSSA rubric will be used in scoring the writing.
- Students will present to the class their finding on the early schools of psychology, the career opportunities, and the historical figures in psychology.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions

Extensions:

- Students will cooperatively conduct internet research, gathering information on the various schools and careers in the field of psychology and present their findings to the rest of the class.
- Students will cooperatively conduct internet research, gathering information on the various historical figures influential in the field of psychology.
- Students will view Yale University Professor Dr. Paul Blooms lecture on Dr. Sigmund Freud. Students will take notes on this lecture using the Cornell style of note taking.

Correctives:

- Students will complete teacher made review sheets on the Introduction to Psychology Unit.
- Students will outline and complete questions from the textbook on relevant topics in the Introduction to Psychology Unit.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 2-30.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 5-43.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 2 – 45

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 1-43.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 2- 39.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 1–34

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 2 - 44

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 4-25.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 9-11.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 2–45.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 1 – 63.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 2: The Biological Perspective

Time range: 10 days

Grade Level(s): 11th – 12th

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Structure and function of the nervous system in human and non-human animals

Essential Questions:

- What are the nervous system, neurons, and nerves, and how do they relate to one another?
- How do neurons use neurotransmitters to communicate with each other and with the body?
- How do the brain and spinal cord interact?
- How do the somatic and autonomic nervous systems allow people and animals to interact with their surroundings and control the body's automatic functions?
- How do psychologists study the brain and how it works?
- What are the different structures of the bottom part of the brain and what do they do?

Concepts:

- 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.
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms).
- Discuss the effect of the endocrine system on behavior.
- Describe the nervous system and its subdivisions and functions:
 1. central and peripheral nervous systems;
 2. major brain regions, lobes, and cortical areas;
 3. brain lateralization and hemispheric specialization.
- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).

Competencies:

- Summarize the structure and function of the nervous system in human and non-human animals.

Big Idea #2: The interaction between biological factors and experience

Essential Questions:

- What are the structures of the brain that control emotion, learning, memory, and motivation?
- What parts of the cortex control the different senses and the movement of the body?
- What parts of the cortex are responsible for higher forms of thought, such as language?
- How does the left side of the brain differ from the right side?
- How do the hormones released by glands interact with the nervous system and affect behavior?

Concepts:

- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Predict how traits and behavior can be selected for their adaptive value.

- Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

Competencies:

- Evaluate the structure and function of the endocrine system in relationship to human behavior.
- Analyze the interaction between biological factors and experience.
- Articulate the methods and issues related to biological advances.

Overview: Psychobiology

Goals:

- Students will be able to identify the major divisions and subdivisions of the human nervous system
- Students will be able to identify the parts of the neuron and describe the basic process of neural transmission
- Students will be able to differentiate between the structures and functions of the various parts of the central nervous system
- Students will be able to describe lateralization of brain functions
- Students will be able to discuss the mechanisms and the importance of plasticity of the nervous system
- Students will be able to describe how the endocrine glands are linked to the nervous system
- Students will be able to describe the effects of hormones on behavior and mental processes
- Students will be able to describe hormone effects on the immune system
- Students will be able to describe concepts in genetic transmission
- Students will be able to describe the interactive effects of heredity and environment
- Students will be able to explain how evolved tendencies influence behavior
- Students will be able to identify tools used to study the nervous system
- Students will be able to describe advances made in neuroscience
- Students will be able to discuss issues related to scientific advances in neuroscience and genetics

Objectives:

- Define: Psychobiology (DOK – Level One)
- Identify the various parts of the nervous system, both central and peripheral. (DOK – One)
- Summarize the functions of the various parts of the nervous system, both central and peripheral. (DOK – Level Two)
- Assess the connections of the various parts of the nervous system, both central and peripheral. (DOK – Level Three)
- Locate and analyze the functions of the various parts of the brain. (DOK – Level Four)
- Identify the different glands of the endocrine system and assess the causes and effects of the various enzymes and hormones produced by each. (DOK – Level One, Two, & Three)

Core Activities and Corresponding Instructional Methods:

- Using reaction time to show the speed of neurons: This is a simple demonstration illustrating the time required to process information along sensory neurons in the arm. It can also be done by asking students to form a line by holding hands.
- The dollar bill drop: After engaging in the neural network exercise, students will participate in the "dollar bill drop", which clearly illustrates the speed of neural transmission.
- Using dominoes to understand the action potential: Students will use real dominoes to demonstrate the so-called "domino effect" of the action potential as it travels along the axon.

- Demonstrating neural conduction: In this exercise students will simulate a neural network and get a valuable lesson in the speed of neural transmission.
- Review of brain-imaging techniques: Students will identify the brain-imaging technique described in various scenarios.
- Probing the cerebral cortex: Students will view a clip from Pearson Introductory Psychology Teaching Films in order to understand the workings of the cerebral cortex.
- Lateralization activities: The activity requires students to move their right hand and right foot simultaneously in a clockwise direction for a few seconds. Next students will be asked to move the right hand and left foot a clockwise direction. Then, students make circular movements in opposite directions with right the hand and the left foot. Finally, students attempt to move the right hand and right foot in opposite directions.
- Localization of function exercise: this activity is designed to get students to review the methods which are used to study the brain and where particular functions are localized. It is also intended to make students think critically about how we know what we know about functional localization. Students will need handout 2.1 to complete exercise.
- The brain diagram: students will draw their own colorful renditions of the human brain, this active learning strategy ensures that they encode and think about the parts of the brain rather than passively glossing over them in the text.
- Students will complete a crossword puzzle including all important vocabulary terms from the psychobiology unit.
- Students will complete a fill in the blank worksheet which includes all the important vocabulary terms from the psychobiology unit.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' written and oral explanations of their predominant learning styles and how the central and peripheral nervous system affects behavior.

Summative:

- Students will give written examples of how the various types of learning techniques have been applied in their high school careers. They will be graded according to PSSA and APA format writing standards.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will participate in a variety of problem solving activities to test their cognitive skills. These problems will range from mental flexibility tasks to traditional problem solving activities.
- Students will view a video of an autopsy and answer teacher created questions about the subject matter.
- Students will view and take notes on the video, "Learning" part of the Discovering Psychology series by Dr. Philip Zimbardo.

Correctives:

- Students will complete teacher made review sheets and diagrams on the central and peripheral nervous system.
- Students will outline and complete questions from the textbook on relevant topics in the psychobiology.
- Students will complete the chapter 2 section reviews

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 65-107.
Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 127-177.
Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 46-87.
Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 51-82.
Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 40-79.
Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 2-20.
Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 94-155.
Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 26-47.
Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 12-14.
Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 48-65.
Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 64-116.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 3: Sensation and Perception

Time Range: 10 days

Grade Level(s): 11th – 12th

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: The processes of sensation and perception and their limitations

Essential Questions:

- How does sensation travel through the central nervous system, and why are some sensations ignored?
- How do the eyes see, and how do the eyes see different colors?
- What is sound, and how does it travel through the various parts of the ear?
- Why are some people unable to hear, and how can their hearing be improved?
- How do the senses of taste and smell work, and how are they alike?
- What allows people to experience the sense of touch, pain, motion, and balance?
- What are perception and perceptual constancies?
- What are the Gestalt principles of perception?
- How do infants develop perceptual abilities, including the perception of depth and its cues?
- What are visual illusions, and how can they and other factors influence and alter perception?

Concepts:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

Competencies:

- Explain how some sensations travel through the central nervous system, and why some sensations ignored.
- Identify and explain how the eyes see, and the theories of colors vision.
- Define what sound is, and how it travels through the various parts of the ear.
- Explain why some people unable to hear, and was in which to improve hearing.

- Compare and contrast the senses of taste and smell.
- Identify what allows people to experience the sense of touch, pain, motion, and balance.
- Explain perception and perceptual constancies.
- List and explain the Gestalt principles of perception.
- Explain how infants develop perceptual abilities, including the perception of depth and its cues.
- Define visual illusions, and explain how can they and other factors influence and alter perception.

Overview: Sensation and Perception

Goals:

- Students will be able to discuss processes of sensation and perception and how they interact.
- Students will be able to explain the concepts of threshold and adaptation.
- Students will be able to list forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
- Students will be able to describe the visual sensory system.
- Students will be able to identify the parts of the auditory sensory system.
- Students will be able to describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
- Students will be able to summarize the Gestalt principles of perception.
- Students will be able to recognize binocular and monocular depth cues.
- Students will be able to explain the importance of perceptual constancies.
- Students will be able to describe perceptual illusions.
- Students will be able to recall the nature of attention.
- Students will be able to explain how experiences and expectations influence perception.

Objectives:

- Identify the characteristics of a stimulus. (DOK – Level One)
- Summarize the aspects at attention in influencing one’s awareness. (DOK – Level Two)
- Define sensation and perception, hypnosis, the stages of sleep, REM, and EEG. (DOK – One)
- Assess the factors that cause optical illusions. (DOK – Level Three)
- Recall the five senses and how each affects the way in which one perceives a given situation. (DOK – Level One)
- Identify the various sensory organs, the specific neural pathways of each and where the various types of sensations are processed in the brain. (DOK – Level One)
- Explain the definition and controversy behind extrasensory perception. (DOK – Level One)
- Distinguish how subliminal messages may change behavior. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

- Sensation: Students apply various phenomena associated with sensation to everyday examples. The students will need handout 3.1 to complete this exercise.
- Sensory Adaptation: Students will participate in sensory adaptation activities which include their sense of touch, hearing, taste, and vision. As a result, students will become aware of how their senses become less sensitive when the overall level of stimulation is high, but more sensitive when the overall level of stimulation is low.
- Dark Adaptation: Have each student blindfold one eye at the beginning of class. Conduct class in your usual fashion, and after about 30 minutes, darken the room. Ask the students to remove their blindfolds. The differential sensitivity of the two eyes is immediately apparent.

- **Mapping the Blind Spot:** There are no visual receptors where the optic nerve leaves the eye and enters the brain. This area is called the optic disk or blind spot. We do not notice this blind area because most of us have two working eyes and when an object falls into this area in one eye, the other eye can visually process the information. A good Web site on mapping the blind spot can be found at: <http://serendip.brynmawr.edu/bb/blindspot/>.
- **Auditory Localization:** Students will be blindfolded as the teacher moves around him/her, making a distinct sound. Snapping fingers works, but a sharper sound, such as clicking together two spoons works even better. The student's job is to locate the source of your sound in space.
- **The Role of Smell in Determining Flavor:** Ask for a volunteer who isn't squeamish about tasting a variety of foods while blindfolded (and with a plugged nose). Then present the subject with a variety of foods that he or she should try to correctly identify without the sense of smell.
- **Odor Identification Test:** Teacher should gather several (approximately 8–15) dark or opaque containers with lids (empty black film canisters are ideal). Assign a different number to each canister (be sure to make a coding sheet with the correct sources) and place cotton balls in the bottom of each to absorb the smell. Good substances to test include baby powder, coffee, peanut butter, pencil shavings, ammonia, lemon extract, peppermint extract, vinegar, chocolate, coconut, Crayola crayons, Play-doh, soap, bubble gum, and spices (e.g., cloves, pepper, garlic, cinnamon). Instruct the students to lift the lid but to keep their eyes closed when smelling the canisters. Then, pass the canisters around the room and have students mark their responses on a sheet of paper.
- **Want a Cookie?** Students will apply their knowledge about the senses of taste and smell to questions about a family's Sunday afternoon cookie break. The student handout for this exercise is included as Handout Master 3.2.
- **Saliva and Taste:** Students will be surprised to learn that food must be dissolved in water in order to be tasted. That is, some kind of liquid must be available to bind solid food to the appropriate taste receptor. Students will wipe their tongue dry (the drier, the better) with the back of their hand. Then, walk around the room with a bowl of sugar and have students take a small pinch and place it on the tip of their tongue. They should not be able to taste anything until their mouth gradually moistens—with renewed saliva, the familiar sweet taste should come flooding back.
- **Crossword Puzzle:** Students will complete a teacher made crossword puzzle which includes important vocabulary terms.
- **Fill-in-the-Blank:** Students will complete a teacher made fill-in-the-blank worksheet which will include all important terminology from the unit.

Assessments:

Diagnostic:

- Students will diagnose a number of experiments on sensation and perception.
- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments
- Students' accurate completion of classroom activities
- Students will have their notebooks evaluated periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate a number of articles related to sensation and perception.

- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will examine a number of examples of optical illusions by using internet examples, overhead transparencies, or card tricks.
- Students will walk through the hallways blindfolded and analyze the value of our other senses.
- Students will observe the reactions of their classmates who have volunteered to participate in taste and smell experiments.
- Students will complete a worksheet on sensation and perception.
- Students will be measured on their ability to perceive sounds as coming from either side, in front, behind, or above them while blindfolded.
- Students will read various articles and evaluate the validity of extra-sensory perception.

Correctives:

- Students will complete teacher made review sheets on the various topics about sensation and perception.
- Students will outline and complete questions from the textbook on relevant topics about sensation and perception.
- Students will complete a worksheet that will aid in determining the differences in the five senses.
- Students will complete a teacher made worksheets summarizing the vision of the eye, audition of the ear, the vestibular system, chemical senses, touch, pain, perceptual thresholds, perceptual constancy, depth perception, illusions, subliminal perception and extrasensory perception
- Students will complete diagrams of the ear and eye.
- Students will complete chapter summary questions for Chapter 3.
- Students will complete review sheets on the effects of drug induced altered states of consciousness.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 110-195.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 180-233.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 88-131

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 51-82.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 80-123.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 92-131.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 156-224.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 76-125.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 19-22.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 92-145.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 117-175.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: The relationship between conscious and unconscious process

Essential Questions:

- What does it mean to be conscious, and are there different levels of consciousness?

Concepts:

- Describe various states of consciousness and their impact on behavior.

Competencies:

- Identify states of consciousness
- Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

Big Idea# 2: Characteristics of sleep and theories that explain why we sleep and dream

Essential Questions:

- Why do people need to sleep, and how does sleep work?
- What are the different stages of sleep, including the stage of dreaming and its importance?
- How do sleep disorders interfere with normal sleep?
- Why do people dream, and what do they dream about?
- How serious is the problem of sleep deprivation?

Concepts:

- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.

Competencies:

- Summarize the circadian rhythm and its relation to sleep
- Identify the parts of the sleep cycle
- Compare and contrast theories about the functions of sleep
- Describe types of sleep disorders
- Compare and contrast theories about the functions of dreams

Big Idea # 3: Categories of psychoactive drugs

Essential Questions:

- What is the difference between a physical dependence and a psychological dependence on a drug?
- How do stimulants and depressants affect consciousness, and what are the dangers associated with taking them, particularly alcohol?
- What are some of the effects and dangers of using narcotics and hallucinogens, including marijuana?

Concepts:

- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.

Competencies:

- Characterize the major categories of psychoactive drugs and their effects
- Describe how psychoactive drugs act at the synaptic level
- Evaluate the biological and psychological effects of psychoactive drugs
- Explain how culture and expectations influence the use and experience of drugs

Big Idea # 4: Other states of consciousness**Essential Questions:**

- How does hypnosis affect consciousness?

Concepts:

- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).

Competencies:

- Describe meditation and relaxation and their effects
- Identify hypnosis and controversies surrounding its nature and use
- Summarize flow states

Overview: Consciousness and Altered States of Consciousness**Goals:**

- Students will be able to discuss the relationship between conscious and unconscious processes
- Students will be able to explain the characteristics of sleep and theories that explain why we sleep and dream
- Students will be able to identify the categories of psychoactive drugs and their effects
- Students will be able to identify other states of consciousness
- Students will be able to distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).
- Students will be able to describe the circadian rhythm and its relation to sleep.
- Students will be able to describe the sleep cycle.
- Students will be able to compare theories about the functions of sleep.
- Students will be able to explain types of sleep disorders.
- Students will be able to recall theories about the functions of dreams.
- Students will be able to characterize the major categories of psychoactive drugs and their effects.
- Students will be able to describe how psychoactive drugs act at the synaptic level.
- Students will be able to evaluate the biological and psychological effects of psychoactive drugs.
- Students will be able to explain how culture and expectations influence the use and experience of drugs.
- Students will be able to describe meditation and relaxation and their effects.
- Students will be able to describe hypnosis and controversies surrounding its nature and use.
- Students will be able to identify flow states.

Objectives:

- Explain what it means to be conscious, and identify the different levels of consciousness. (DOK – Level One)
- Analyze why people need to sleep, and process of how sleep works. (DOK – Four)
- Differentiate between the different stages of sleep, including the stage of dreaming and its importance. (DOK – Level Three)
- Analyze sleep disorders and how they interfere with normal sleep. (DOK – Four)
- Explain why people dream, and list the most common types of dreams. (DOK – One)
- Define hypnosis and explain how it affects consciousness. (DOK – Level One)
- Differentiate between physical dependency and psychological dependency. (DOK – Level Two)
- Explain how stimulants and depressants affect consciousness, and identify the dangers associated with taking them, particularly alcohol. (DOK – Level One)
- Identify the cause and effects of using narcotics and hallucinogens, including marijuana. (DOK - Level Two)
- Connect the sleep deprivation to behavior issues. (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

- Students will examine hypnotic phenomena (e.g., suggestibility, dissociation).
- Students will list the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects and prepare a short class presentation.
- Students will orally discuss drug dependence, addiction, tolerance, and withdrawal.
- Students will research and present their findings on the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).
- Students can complete any of the following activities found in the “Instructor’s Resource Manual” of their textbook: Exploring the Stream of Consciousness, Working Shifts, Sleep and Dream Diary, Dream Survey, Dream Journal, Demonstrating Hypnotic Suggestibility, Mesmerism, An Educational Deception, Brief Meditation Experience, Changing the Body, Is Alcoholism a Disease?, Should Drugs Be Legalized?, Drug Abuse in Film: Drugstore Cowboy
- Students will describe various states of consciousness and their impact on behavior.
- Students will orally discuss aspects of sleep and dreaming:
 1. stages and characteristics of the sleep cycle;
 2. theories of sleep and dreaming;
 3. symptoms and treatments of sleep disorders.
- Students will describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).

Assessments:**Diagnostic:**

- Students will diagnose a number of experiments involving sleep and dreams, hypnosis, and the effects of psychoactive drugs.
- Students’ participation and answers during class discussion.

Formative:

- Students’ timely and accurate complete of homework assignments
- Students’ accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students read, summarize, analyze, and evaluate a number of articles related to consciousness, sleep, dreams, hypnosis, and drugs.
- Students will take a traditional AP unit exam with objective, subjective, and critical thinking type questions.
- Students will use the internet and compare information presented by several websites with the information written in periodicals and journals on sleep and dreaming.
- Students will analyze and evaluate the descriptions and interpretations of their Dream Journals.

Extensions:

- Students will complete teacher created enrichment worksheets and activities
- Students will listen to a presentation by a drug and alcohol counselor and write a reaction paper. Mrs. Tucker from Carbon-Monroe-Pike Drug Rehabilitation Center would be a great recourse if available.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts of consciousness, ASC, the biology of sleep, the role of the hypothalamus, the stages of sleep, sleep disorders, Freud and dreams, activation synthesis hypothesis, topics of dreams, hypnosis, psychoactive drugs, and sleep deprivation.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in motivation and emotion.
- Students will complete a worksheet that will aid in determining each student's understanding of motivation and emotion.
- Students will complete the Chapter 8 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 330-370.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 236-285.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 132-173.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 167-204.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 124-165.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 133-159.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 225-265.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 104-125.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 23-26.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 148-194.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 176-225.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Human beings learn in a variety of ways: classical conditioning, operant conditioning, observational learning, and cognitive learning

Essential Questions:

- What does the term learning really mean?
- How was classical conditioning first studied, and what are the important elements and characteristics of classical conditioning?
- What is conditional emotional response, and how do cognitive psychologists explain classical conditioning?
- How does operant conditioning occur, and what were the contributions of Thorndike and Skinner?
- What are the important concepts in operant conditioning?
- What are some of the problems with using punishment?
- How do operant stimuli control behavior, and what kind of behavior is resistant to operant conditioning?
- What occurs in observational learning, including findings from Bandura’s classic Bobo doll study and the four elements of observational learning?
- What is a real-world example of the use of conditioning?

Concepts:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

Competencies:

- Summarize the principles of classical conditioning.
- Articulate clinical and experimental examples of classical conditioning.
- Apply classical conditioning to everyday life.
- Articulate the Law of Effect.
- Summarize the principles of operant conditioning.
- Articulate clinical and experimental examples of operant conditioning.
- Apply operant conditioning to everyday life.
- Summarize the principles of observational and cognitive learning.
- Apply observational and cognitive learning to everyday life.

Overview: What is Learning

Goals:

- Students will be able to describe the principles of classical conditioning
- Students will be able to describe clinical and experimental examples of classical conditioning
- Students will be able to recognize examples of classical conditioning in everyday life
- Students will be able to explain the Law of Effect
- Students will be able to summarize the principles of operant conditioning
- Students will be able to describe clinical and experimental examples of operant conditioning
- Students will be able to recognize examples of operant conditioning in everyday life
- Students will be able to describe the principles of observational and cognitive learning
- Students will be able to recognize examples of observational and cognitive learning in everyday life

Objectives:

- Define the term learning. (DOK – Level One)
- Summarize how classical conditioning was first studied, and identify the important elements and characteristics of classical conditioning. (DOK – Level Two)
- Create a conditional emotional response, and explain how cognitive psychologists use classical conditioning. (DOK – Level Four)
- Analyze how operant conditioning occurs, and what identify the contributions of Thorndike and Skinner. (DOK – Level Four)
- Compare and contrast the important concepts in operant and classical conditioning. (DOK Three)
- Critique some of the problems with using punishment. (DOK – Level Four)
- Identify the schedules of reinforcement. (DOK – Level One)
- Summarize how operant stimuli controls behavior, and identify the kinds of behavior resistant to operant conditioning. (DOK – Level Two)
- Analyze how behavior modification can be used to modify involuntary biological responses. (DOK – Level Four)
- Recite how latent learning, learned helplessness, and insight relate to cognitive learning theory. (DOK – Level One)
- Connect what occurs in observational learning, including findings from Bandura’s classic Bobo doll study and the four elements of observational learning. (DOK – Level Four)
- Identify a real-world example of the use of conditioning. (DOK – Level One)

Core Activities and Corresponding Instructional Methods:

- Students will write a paper distinguishing the general differences between the principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Students will orally describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Students will examine case studies and predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- Students will design an activity to show how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Students will interpret graphs that exhibit the results of learning experiments.
- Students will research and provide examples of how biological constraints create learning predispositions.

- Students will prepare activities that describe the essential characteristics of insight learning, latent learning, and social learning.
- Students will research experiments that apply learning principles such as emotional learning, taste aversion, superstitious behavior, and learned helplessness. Students will then present their findings.
- Students will interview professional educational and/or mental health staff and prepare a paper on how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Students will research and prepare a paper or presentation on key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).
- Students can complete any of the following activities found in the “Instructors Resource Manual” of their textbook: Defining Learning, Classically Conditioned Responses in Class, Applying Classical Conditioning, Classical Conditioning in Humans, Identifying Components of Classical Conditioning, Classical Conditioning and TV Advertisements, Classical Conditioning and the Pupil Dilation Response, Operant Conditioning in Human Behavior, Using Candy to Illustrate Operant Conditioning Concepts, Reinforcement vs. Punishment, Schedules of Reinforcement, Shaping the Professor’s Behavior, Conditioning a Student “Rat”, Applying Behavioral Principles, Human Cognitive Maps, Tie Your Shoes, Conditioning in Everyday Life, Behavior Modification Project, Learning Theory Comparison, Learning Self-Test

Assessments:

Diagnostic:

- Students’ participation and answers during class discussion.
- Students’ completion and reaction to various activities concerning classical and operant conditioning.

Formative:

- Students’ timely and accurate completion of homework assignments.
- Students’ accurate completion of classroom activities.
- Students’ will periodically have their classroom binders evaluated.
- Students’ written and oral explanations of classical and operant conditioning, cognitive processes involved in learning, biological factors concerning learning, and social learning.

Summative:

- Students will give written examples of how the various types of learning techniques have been applied in their high school careers. They will be graded according to PSSA and APA format writing standards.
- Students will submit cooperative group evaluations determining the value and validity of various types’ cognitive topics. They will be graded on a scaled rubric.
- Students will complete worksheets on the process of learning. Each will be scored by a grading rubric.
- Students will take a traditional AP unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concept of learning, classical conditioning, operant conditioning, the cognitive learning theory, and observational

- learning.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in learning.
- Students will complete a worksheet that will aid in determining each student's learning style.
- Students will complete the Chapter 5 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 198-238.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 348-395.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 174-217.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 205-240.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 166-199.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs.162-184.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 262-304

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 128-153.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 27-29.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 24-279.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 226-283.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

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Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Standards Addressed:

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PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Encoding, Storage, and Retrieval as part of the memory process

Essential Questions:

- What are the three processes of memory and the different models of how memory works?
- How does sensory memory work?
- What is short-term memory, and how does it differ from working memory?
- How is long-term memory different from other types of memory?
- What are various types of long-term memory, and how is information stored in long-term memory organized?
- What kinds of cues help people remember?
- How do the retrieval processes of recall and recognition differ, and how reliable are our memories of events?
- How are long-term memories formed, and what kinds of problems do people experience as a result?
- What is false memory syndrome?
- Why do we forget?
- How and where are memories formed in the brain?
- How does amnesia occur, and what is Alzheimer’s disease?

Concepts:

- Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus divided attention.
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- Outline the principles that underlie effective encoding, storage, and construction of memories.
- Describe strategies for memory improvement.
- Identify key contributors in cognitive psychology

Competencies:

- Identify factors that influence encoding
- Characterize the difference between shallow (surface) and deep (elaborate) processing
- Articulate strategies for improving the encoding of memory
- Identify the differences between working memory and long-term memory
- Identify and explain biological processes related to how memory is stored
- Articulate types of memory and memory disorders (e.g., amnesias, dementias)
- Evaluate the strategies for improving the storage of memories
- Analyze the importance of retrieval cues in memory

- Explain the role that interference plays in retrieval
- Summarize the factors influencing how memories are retrieved
- Summarize how memories can be malleable
- Explain strategies for improving the retrieval of memories

Overview: What is Memory

Goals:

- Students will be able to identify factors that influence encoding
- Students will be able to characterize the difference between shallow (surface) and deep (elaborate) processing
- Students will be able to discuss strategies for improving the encoding of memory
- Students will be able to describe the differences between working memory and long-term memory
- Students will be able to identify and explain biological processes related to how memory is stored
- Students will be able to discuss types of memory and memory disorders (e.g., amnesias, dementias)
- Students will be able to discuss strategies for improving the storage of memories
- Students will be able to analyze the importance of retrieval cues in memory
- Students will be able to explain the role that interference plays in retrieval
- Students will be able to discuss the factors influencing how memories are retrieved
- Students will be able to explain how memories can be malleable
- Students will be able to discuss strategies for improving the retrieval of memories

Objectives:

- Analyze the three processes of memory and the different models of how memory works? (DOK – Level Four)
- Summarize how sensory memory works? (DOK – Level Two)
- Summarize short-term memory, and explain how it differs from working memory? (DOK – Level Three)
- Compare how long-term memory different from other types of memory? (DOK – Three)
- Identify the various types of long-term memory, and how information is stored in long-term memory. (DOK – Level One)
- Critique the various cues that help people remember? (DOK – Level Four)
- Summarize how the retrieval processes of recall and recognition differ, and how reliable they are when recalling or recognizing an events? (DOK – Level Two)
- Identify how long-term memories are formed, and what kinds of problems people experience as a result? (DOK – Level One)
- Summarize false memory syndrome? (DOK – Level Two)
- Summarize the reasons why people forget? (DOK – Level Two)
- How and where are memories formed in the brain? (DOK – Level Two)
- Identify how amnesia occurs, and apply this concept to an explanation of Alzheimer’s disease? (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- Students’ participation and answers during class discussion.
- Students’ completion and reaction to various memory, language, thinking and problem

solving games.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' written and oral explanations of their predominant intelligence according to Howard Gardner.

Summative:

- Students will give written examples of how the various types of memory techniques have been applied in their high school careers. They will be graded according to PSSA and APA format writing standards.
- Students will submit cooperative group evaluations determining the value and validity of various types of topics including in memory, language, thinking, problem solving and creativity. They will be graded on a scaled rubric.
- Students will complete worksheets on the concept of cognition. Each will be scored by a grading rubric.
- Students will take a traditional AP unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concept of encoding, storage, retrieval, levels of processing, PDP model, sensory memory, short term and working memory, long-term memory, retrieval cues, recall, recognition, automatic encoding, eye witness testimony, memory processing, retrieval problems, forgetting, encoding failure, decay, interference, physical aspects of memory, and Alzheimer's disease.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in memory.
- Students will complete a worksheet that will aid in determining each student's knowledge of memory.
- Students will complete the Chapter 6 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 241-284.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 399-452.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 218-259.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 241-274.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 200-241.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 186-209.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 317-395.
Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 154-175.
Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 30-32.
Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 240-281.
Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 284-337.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Basic elements comprising thought

Essential Questions:

- How are mental images and concepts involved in the process of thinking?
- What are the methods people use to solve problems and make decisions, and can a machine be made to think like a person?
- What are some ways to improve thinking?

Concepts:

- Compare and contrast various cognitive processes.

Competencies:

- Identify the cognitive processes involved in understanding information
- Explain processes involved in problem solving and decision making
- Articulate non-human problem-solving abilities

Big Idea# 2: Obstacles related to thought: problem solving, decision making and judgement

Essential Questions:

- Why does problem solving sometimes fail, and what is meant by creative thinking?

Concepts:

- Identify problem-solving strategies as well as factors that influence their effectiveness.
- List the characteristics of creative thought and creative thinkers

Competencies:

- Summarize obstacles to problem solving
- List and explain obstacles to decision making
- Identify obstacles to making good judgments

Big Idea # 3: Perspectives, assessment, and issues about intelligence

Essential Questions:

- How do psychologists define intelligence, and how do various theories of intelligence differ?
- How is intelligence measured and how are intelligence tests constructed?
- What is mental retardation and what are its causes?
- What defines giftedness, and does being intellectually gifted guarantee success in life?
- What is the influence of heredity and environment on the development of intelligence?

Concepts:

- Identify key contributors in cognitive psychology and summarize their importance to thinking and intelligence (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

Competencies:

- Identify intelligence as a general factor

- Summarize alternative conceptualizations of intelligence
- Describe the extremes of intelligence
- Articulate the history of intelligence testing, including historical use and misuse in the context of fairness
- Identify current methods of assessing human abilities
- Identify measures of and data on reliability and validity for intelligence test scores
- Predict issues related to the consequences of intelligence testing
- Identify the influences of biological, cultural, and environmental factors on intelligence

Big Idea # 4: Structural features of language, theories and developmental stages of language acquisition and language and the brain

Essential Questions:

- How is language defined, and what are its different elements and structure?
- Does language influence the way people think, and are animals capable of learning language?

Concepts:

- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.

Competencies:

- Identify the structure and function of language
- Explain the relationship between language and thought
- Explain the process of language acquisition
- Articulate how acquisition of a second language can affect language development and possibly other cognitive processes
- List and explain the theories of language acquisition
- Identify the brain structures associated with language
- Summarize how damage to the brain may affect language

Overview: What is Thinking, Intelligence, and Language

Goals:

- Students will be able to define cognitive processes involved in understanding information
- Students will be able to define processes involved in problem solving and decision making
- Students will be able to discuss non-human problem-solving abilities
- Students will be able to describe obstacles to problem solving
- Students will be able to describe obstacles to decision making
- Students will be able to describe obstacles to making good judgments
- Students will be able to discuss intelligence as a general factor
- Students will be able to discuss alternative conceptualizations of intelligence
- Students will be able to describe the extremes of intelligence
- Students will be able to discuss the history of intelligence testing, including historical use and misuse in the context of fairness
- Students will be able to identify current methods of assessing human abilities
- Students will be able to identify measures of and data on reliability and validity for discuss issues related to the consequences of
- Students will be able to intelligence testing

- Students will be able to discuss the influences of biological, cultural, and environmental factors on intelligence

Objectives:

- Identify how are mental images and concepts involved in the process of thinking? (DOK – Level One)
- Analyze the methods people use to solve problems and make decisions, and identify if a machine be made to think like a person? (DOK – Level Four)
- Illustrate various ways in which problem solving sometimes fails, and identify what is meant by creative thinking? (DOK – Level One)
- Summarize how psychologists define intelligence, and compare how various theories of intelligence differ? (DOK – Level Three)
- Identify how intelligence is measured and how are intelligence tests constructed? (DOK – Level One)
- Summarize what is meant by intellectual disability and identify its causes? (DOK – Level Two)
- Identify What defines giftedness, and does being intellectually gifted guarantee success in life? (DOK – Level One)
- Identify the cause and effect relationship of heredity and environment on the development of intelligence? (DOK – Level Two)
- Summarize how language defined, and its different elements and structure? (DOK – Two)
- Analyze how language influences the way people think, and summarize if animals are capable of learning language? (DOK – Level Four)
- Summarize ways to improve thinking? (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- Students will diagnose a number of experiments on sensation and perception.
- Students’ participation and answers during class discussion.

Formative:

- Students’ timely and accurate complete of homework assignments
- Students’ accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate a number of articles related to sensation and perception.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts of mental imagery, concepts, problem solving, decision making, artificial intelligence, problem solving, creativity, theories of intelligence, measuring intelligence, individual differences in intelligence, Terman’s termites, levels of language analysis, relationship between language and thought, and mental exercises for better cognitive health.

- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in cognition.
- Students will complete a worksheet that will aid in determining each student's understanding of thinking, intelligence, and language.
- Students will complete the Chapter 7 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 285-329; 374-410.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 454-507.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 260-305

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 275-296.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 242-293.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 210-245.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 372-379; 606-638.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 176-204.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 33-37.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 282-327.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 338-403.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 8: Motivation and Emotion

Time Range: 15 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Perspectives on motivation

Essential Questions:

- How do psychologists define motivation, and what are the key elements of the early instinct and drive-reduction approaches to motivation?
- What are the characteristics of the three types of needs?
- What are the key elements of the arousal and incentive approaches to motivation?
- How do Maslow’s humanistic approach and self-determination theory explain motivation?
- What happens in the body to cause hunger, and how do social factors influence a person’s experience of hunger?
- What are some problems in eating behavior, and how are they affected by biology and culture?

Concepts:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social).
- Discuss theories of stress and the effects of stress on psychological and physical well-being.

Competencies:

- Explain biologically based theories of motivation
- Explain cognitively based theories of motivation
- Explain humanistic theories of motivation
- Summarize the role of culture in human motivation
- Articulate eating behavior
- Articulate sexual behavior and orientation
- Identify achievement motivation
- Evaluate other ways in which humans and non-human animals are motivated

Big Idea # 2: Perspectives on emotion including emotional interpretation and the domains of emotional behavior

Essential Questions:

- What are the three elements of emotion?
- How do the James-Lange and Cannon-Bard theories of emotion differ?
- What are the key elements in cognitive arousal theory, the facial feedback hypothesis, and the cognitive-mediational theory of emotion?
- What is the positive psychology movement?

Concepts:

- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Competencies:

- Explain the biological and cognitive components of emotion
- Discuss psychological research on basic human emotions
- Differentiate among theories of emotional experience
- Summarize how biological factors influence emotional interpretation and expression
- Explain how culture and gender influence emotional interpretation and expression
- Explain how other environmental factors influence emotional interpretation and expression
- Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
- Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Overview: Theories of Motivation and Emotion**Goals:**

- Students will be able to explain biologically based theories of motivation
- Students will be able to explain cognitively based theories of motivation
- Students will be able to explain humanistic theories of motivation
- Students will be able to explain the role of culture in human motivation
- Students will be able to discuss eating behavior
- Students will be able to discuss sexual behavior and orientation
- Students will be able to discuss achievement motivation
- Students will be able to discuss other ways in which humans and non-human animals are motivated
- Students will be able to explain the biological and cognitive components of emotion
- Students will be able to discuss psychological research on basic human emotions
- Students will be able to differentiate among theories of emotional experience
- Students will be able to explain how biological factors influence emotional interpretation and expression
- Students will be able to explain how culture and gender influence emotional interpretation and expression
- Students will be able to explain how other environmental factors influence emotional interpretation and expression
- Students will be able to identify biological and environmental influences on the expression and experience of negative emotions, such as fear
- Students will be able to identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Objectives:

- Summarize how psychologists define motivation, and identify the key elements of the early instinct and drive-reduction approaches to motivation? (DOK – Level Two)
- Identify the characteristics of the three types of needs? (DOK – Level One)

- Analyze the key elements of the arousal and incentive approaches to motivation? (DOK – Level Four)
- Summarize how Maslow’s humanistic approach and self-determination theory explain motivation? (DOK – Level Two)
- Identify what happens in the body to cause hunger, and what social factors influence a person’s experience of hunger? (DOK – Level One)
- Compare some of the problems in eating behavior, and how are they affected by biology and culture? (DOK – Level Two)
- Summarize the three elements of emotion? (DOK – Level Two)
- Compare and contrast the James-Lange and Cannon-Bard theories of emotion. (DOK Three)
- Compare and contrast the key elements in cognitive arousal theory, the facial feedback hypothesis, and the cognitive-mediational theory of emotion. (DOK – Level Three)
- Summarize the positive psychology movement? (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- Students will diagnose a number of experiments on sensation and perception.
- Students’ participation and answers during class discussion.

Formative:

- Students’ timely and accurate complete of homework assignments
- Students’ accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate a number of articles related to sensation and perception.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts of approaches to understanding motivation, arousal approaches, incentive approaches, Maslow’s Hierarchy of Needs, SDT, physiological components of hunger, social components of hunger, maladaptive eating problems, the biology of obesity, the three elements of emotion, and a how to of happiness.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in motivation and emotion.
- Students will complete a worksheet that will aid in determining each student’s understanding of motivation and emotion.
- Students will complete the Chapter 8 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 413-463.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 288-345.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 306-343.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 331-368.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 374-415.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 248-301.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 389-459.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 208-255.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 37-44.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 328-375.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 404-460.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 9: Stress and Health

Time range: 8 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Stress and coping techniques

Essential Questions:

- How do psychologists define stress?
- What kinds of external events can cause stress?
- What are some psychological factors in stress?
- How does stress affect the physical functioning of the body and its immune system?
- How do cognitive factors and personality differences affect the experiences of stress?
- What social factors influence stress reactions?
- What are some ways in which people cope with stress reactions?
- How is coping with stress affected by culture and religion?

Concepts:

- Identify stress and stressors
- List and explain the physiological factors of stress and health

Competencies:

- Define stress as a psychophysiological reaction
- Identify and explain potential sources of stress
- Explain physiological and psychological consequences for health
- Identify and explain physiological, cognitive, and behavioral strategies to deal with stress

Big Idea# 2: Behaviors and attitudes that promote health

Essential Questions:

- What are some ways to promote wellness?

Concepts:

- Compare the various stress coping strategies i.e., problem focused coping, emotion focused coping, defense mechanisms, meditation, culture and stress, and religion and stress

Competencies:

- Identify ways to promote mental health and physical fitness
- Describe the characteristics of and factors that promote resilience and optimism
- Distinguish between effective and ineffective means of dealing with stressors and other health issues

Overview: How Stress Effects Physical and Mental Health

Goals:

- Students will be able to define stress as a psychophysiological reaction
- Students will be able to identify and explain potential sources of stress
- Students will be able to explain physiological and psychological consequences for health
- Students will be able to identify and explain physiological, cognitive, and behavioral strategies to deal with stress
- Students will be able to identify ways to promote mental health and physical fitness
- Students will be able to describe the characteristics of and factors that promote resilience and optimism
- Students will be able to distinguish between effective and ineffective means of dealing with stressors and other health issues

Objectives:

- Identify how psychologists define stress? (DOK – Level One)
- Summarize what kinds of external events can cause stress? (DOK – Level Two)
- Summarize the psychological factors in stress? (DOK – Level Two)
- Make a connection between the physical functioning of the body and its immune system? (DOK – Level Four)
- Summarize how cognitive factors and personality differences affect the experiences of stress? (DOK – Level Two)
- List social factors that influence stress reactions? (DOK – Level One)
- Identify and analyze ways in which people cope with stress reactions? (DOK – Level Four)
- Recognize how coping with stress is affected by culture and religion? (DOK – Level One)
- Summarize some ways to promote wellness? (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- Students will diagnose a number of experiments on sensation and perception.
- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate complete of homework assignments
- Students' accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate a number of articles related to sensation and perception.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts of
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in stress and health.
- Students will complete a worksheet that will aid in determining each student's understanding of stress and health.
- Students will complete the Chapter 9 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 523-554.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 788-843.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 344-383

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 441-474.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 394-424.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 441-459

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 280-301.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 49-52.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 482-507.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 461-519.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 10: Development Across the Life Span

Time Range: 14 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Methods and issues in life span development

Essential Questions:

- What are some of the special research methods used to study development?
- What is the relationship between heredity and environmental factors in determining development?
- What happens during the germinal, embryonic, and fetal periods of pregnancy and what are some hazards in prenatal development?
- What kind of physical changes take place in infancy and childhood?
- What are two ways of looking at cognitive development, and how does language develop?
- How do infants and children develop personalities and form relationships with others, and what are Erikson’s stages of psychosocial development for children?
- What are the physical, cognitive, and personality changes that occur in adolescence, including concepts of morality and Erikson’s search for identity?
- What are the physical, cognitive, and personality changes that occur during adulthood and aging, including Erikson’s last three psychosocial stages, and patterns of parenting?

Concepts:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky)

Competencies:

- Indicate some of the special research methods used to study development.
- Recognize the relationship between heredity and environmental factors in determining development.

- Breakdown happens during the germinal, embryonic, and fetal periods of pregnancy and identify the hazards in prenatal development.
- Identify the kind of physical changes that take place in infancy and childhood.
- Explain the two ways of looking at cognitive development, and indicate how language develops.
- Point out how infants and children develop personalities and form relationships with others.
- List and explain Erikson's stages of psychosocial development for children.
- Define gender, and identify how biology and learning influence gender role development.
- Show the physical, cognitive, and personality changes that occur in adolescence, include the concepts of morality and Erikson's search for identity.
- Describe the physical, cognitive, and personality changes that occur during adulthood and aging, include Erikson's last three psychosocial stages, and patterns of parenting.

Overview: Human Development

Goals:

- Students will be able to explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- Students will be able to distinguish methods used to study development.
- Students will be able to recognize the role of sensitive and critical periods in development.
- Students will be able to discuss issues related to the end of life.
- Students will be able to discuss theories of cognitive development.
- Students will be able to recall theories of moral development.
- Students will be able to identify theories of social development.
- Students will be able to classify physical development from conception through birth and identify influences on prenatal development.
- Students will be able to recite newborns' reflexes, temperament, and abilities.
- Students will be able to describe physical and motor development.
- Students will be able to describe how infant perceptual abilities and intelligence develop.
- Students will be able to list and explain the development of attachment and the caregivers' role.
- Students will be able to identify physical and motor development.
- Students will be able to recall how memory and thinking ability develops.
- Students will be able to categorize social, cultural, and emotional development through childhood.
- Students will be able to identify major physical changes.
- Students will be able to describe the development of reasoning and morality.
- Students will be able to describe identity formation.
- Students will be able to discuss the role of family and peers in adolescent development.
- Students will be able to identify major physical changes associated with adulthood and aging.
- Students will be able to describe cognitive changes in adulthood and aging.
- Students will be able to discuss social, cultural, and emotional issues in aging.

Objectives:

- List the special research methods used to study development. (DOK – Level One)
- Connect the relationship between heredity and environmental factors in determining development. (DOK – Level Four)
- Summarize how chromosomes, genes, and DNA determine a person's characteristics or disorders, and what causes multiple births. (DOK – Level Two)
- Differentiate what happens during the germinal, embryonic, and fetal periods of pregnancy and

what are some hazards in prenatal development. (DOK – Level Three)

- Summarize what kind of physical changes take place in infancy and childhood. (DOK Two)
- Identify two ways of looking at cognitive development, and how does language develop. (DOK – Level One)
- Investigate how infants and children develop personalities and form relationships with others, and identify Erikson’s stages of psychosocial development for children. (DOK Three)
- Summarize what is gender, and identify how can biology and learning influence gender role development. (DOK Level Two)
- Summarize the physical, cognitive, and personality changes that occur in adolescence, including concepts of morality and Erikson’s search for identity. (DOK – Level Two)
- Differentiate between the physical, cognitive, and personality changes that occur during adulthood and aging, including Erikson’s last three psychosocial stages, and patterns of parenting. (DOK -Three)
- Summarize how psychologists explain why aging occurs, and identify the stages of death and dying. (DOK – Level Two)
- Analyze how attention-deficit hyperactivity disorder affect adults. (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

- Students will discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Students will explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Students will discuss maturation of motor skills.
- Students will describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Students will explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- Students will compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Students will discuss maturational challenges in adolescence, including related family conflicts.
- Students will characterize the development of decisions related to intimacy as people mature.
- Students will predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Students will describe how sex and gender influence socialization and other aspects of development.
- Students will identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).
- Students will complete any of the activities found in the instructors manual resource section of their textbook: Development Across the Lifespan, Take a Stand (Teratogens), Registered Childbirth Educator, Ultrasound Pictures, Using Homemade Videotapes to Teach Developmental Concepts, Piaget’s Stages of Cognitive Development, Can Cognitive Development Be “Speeded Up” —and Should It Be?, Constructing a Life Line to Illustrate Erikson’s Stages of Development, Using Children’s Books to Illustrate Developmental Principles, Evaluating Baby Toys, Take a Stand (Nature Versus Nurture), Media Influences on Gender-Role Development, Adolescence in Film: *The Breakfast Club*, Adolescence and Identity Development: A Personal Exploration, Adolescence Is ..., Dear Mom and Dad, The Effect of Divorce on Children, Exploring Societal Attitudes about Aging, Ageism, “Wearing the Shoes” of the Elderly, Life Expectancy, Aging in Film: To Dance With the White Dog, A Test on Aging, Naturalistic Observation, Crossword Puzzle, Fill-in-the-Blank.

Assessments:**Diagnostic:**

- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- After discussions with parents or caregivers, students will write or orally explain their own developmental milestones.

Summative:

- Cooperative group evaluations on chosen developmental topic. They will be graded on a scaled rubric.
- Students will complete worksheets on the various developmental stages. Each will be scored by a grading rubric.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will research and present their findings to the class on developmental psychology topics such as:

Developmental Milestones

1. Piaget's Cognitive Developmental Theory
2. Freud's Psychosexual Stages of Development
3. Neo-Freudian Schools of Thought
4. Erik Erikson – Socioemotional Development
5. Lawrence Kohlberg –Moral Development
6. Carol Gilligan – The Alternative to Kohlberg
7. Physical and Psychological Changes during Aging – trace adolescence to death
8. Albert Bandura – Social Learning Theory – modeling
9. Attachment Theory and Jerome Kagan –Personality Traits and Temperament

Correctives:

- Students will complete teacher made review sheets on the developmental research topics presented in class
- Students will outline and complete questions from the textbook on relevant topics in developmental psychology
- Students will complete a worksheet that will aid in determining the differences in psychological developmental theory
- Students will complete the chapter section reviews for text book chapter 10.
- Students will view teacher created video clips on Piaget's cognitive developmental theory and write a reaction paper about the content.
- Students will complete a teacher made worksheet comparing the similarities and differences between the Freudian developmental theories to the Neo-Freudian developmental theory.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 464-521.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 508-567.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 384-433.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 83-124.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 294-373.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 50-91.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 460-553.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 48-74.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 15-18.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 378-431.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 520-580.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 11: Theories of Personality

Time Range: 8 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea# 1: Perspectives, assessment and issues regarding personality

Essential Questions:

- What is personality, and how do the various perspectives in psychology view personality?
- How did Freud’s historical view of the mind and personality form a basis for psychodynamic theory?
- How did Jung, Adler, Horney, and Erikson modify Freud’s theory?
- How does modern psychoanalytic theory differ from that of Freud?
- How do behaviorists and social cognitive theorists explain personality?
- How do humanists such as Carl Rogers explain personality?
- What are the history and current views of the trait perspective?
- What part do biology, heredity, and culture play in personality?
- What are the advantages and disadvantages of the following measures of personality, interviews, projective tests, behavioral assessment, personality inventories, and online personality tests?

Concepts:

- Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

Competencies:

- Evaluate psychodynamic theories
- Evaluate trait theories
- Evaluate humanistic theories
- Evaluate social–cognitive theories
- Differentiate personality assessment techniques
- Summarize the reliability and validity of personality assessment techniques
- Identify biological and situational influences of personality
- Articulate stability and change
- Predict connections to health and work
- Explain self-concept

- Analyze how individualistic and collectivistic cultural perspectives relate to personality

Overview: Personality Theories

Goals:

- Students will be able to evaluate trait theories
- Students will be able to evaluate humanistic theories
- Students will be able to evaluate social–cognitive theories
- Students will be able to differentiate personality assessment techniques
- Students will be able to discuss the reliability and validity of personality assessment techniques
- Students will be able to discuss biological and situational influences
- Students will be able to discuss stability and change
- Students will be able to discuss connections to health and work
- Students will be able to discuss self-concept
- Students will be able to analyze how individualistic and collectivistic cultural perspectives relate to personality

Objectives:

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- Students will diagnose a number of experiments on sensation and perception.
- Students' participation and answers during class discussion.

Formative:

- Students' timely and accurate complete of homework assignments
- Students' accurate completion of classroom activities
- Students will have their notebooks evaluate periodically.

Summative:

- Students will complete several worksheets on the sensory organ, neural pathways and lobes of the brain. A scoring rubric will be used to assess appropriate completion.
- Students read, summarize, analyze, and evaluate a number of articles related to sensation and perception.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts of the unconscious mind, divisions of personality, stages of personality development, neo-Freudians, the psychodynamic perspective, Bandura's reciprocal determinism and self-efficacy, social learning theory, the behavioral and cognitive views of personality, Rogers and the self-concept, the Humanistic view of personality, trait theories, behavioral genetics, and assessment of personality.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics in personality.

- Students will complete a worksheet that will aid in determining each student's understanding of the theories of personality.
- Students will complete the Chapter 11 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 558-593.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 572-617.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 434-471.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 403-440.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 466-507.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 302-332.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 554-605

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 258-279.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 45-48.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 432-455.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 581-646.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 12: Psychopathology

Time Range: 14 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Perspectives on abnormal behavior

Essential Questions:

- How has mental illness been explained in the past, how is abnormal behavior defined today, and what is the impact of cultural differences in defining abnormality?
- How can psychological disorders be explained within the biological and psychological models?

Concepts:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.

Competencies:

- Compare and contrast how mental illness been explained in the past and how abnormal behavior defined today.
- Explain the impact of cultural differences in defining abnormality.
- Differentiate how psychological disorders can be explained within the biological and psychological models.

Big Idea #2: Categories of psychological disorders

Essential Questions:

- What are the different types of psychological disorders, and how common are they?
- What are the different types of anxiety disorders, their symptoms, and causes?
- What are the different kinds of somatoform disorders and their causes?
- How do the various dissociative disorders differ, and how do they develop?
- What are the different types of mood disorders and their causes?
- What are the main symptoms, types, and causes of schizophrenia?
- How do the various personality disorders differ, and what is thought to be the cause of personality disorders?
- What is seasonal affective disorder and how can it be treated?

Concepts:

- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

Competencies:

- Differentiate how psychological disorders can be explained within the biological and psychological models.
- List and explain the different types of psychological disorders.
- Examine how common psychological disorders are in various cultures.
- Differentiate between the types of anxiety disorders, their symptoms, and causes.
- Differentiate between the different kinds of somatoform disorders and their causes.
- Explain how the various dissociative disorders differ, and how they develop.
- Describe the different types of mood disorders and their causes.
- List and explain the main symptoms, types, and causes of schizophrenia.
- Illustrate how the various personality disorders differ, and explain the cause of personality disorders.
- Define seasonal affective disorder and explain how it can be treated.

Overview: Abnormal Behavior**Goals:**

- Students will be able to define psychologically abnormal behavior.
- Students will be able to identify historical and cross-cultural views of abnormality.
- Students will be able to describe major models of abnormality.
- Students will be able to discuss how stigma relates to abnormal behavior.
- Students will be able to summarize the impact of psychological disorders on the individual, family, and society.
- Students will be able to categorize the classification of psychological disorders.
- Students will be able to discuss the challenges associated with diagnosis.
- Students will be able to describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- Students will be able to evaluate how different factors influence an individual's experience of psychological disorders.

Objectives:

- Define: psychopathology, neurosis, and psychosis (DOK – Level One)
- Compare and contrast the various types of psychological disorder in terms of how each is manifested in brain activity and the diagnostic criteria that goes with each. Disorders to be emphasized include: somatic spectrum, dissociative, anxiety, depressive, schizophrenic, and personality. However, any disorder listed in the Diagnostic and Statistical of Mental Disorders 5 is appropriate for study in this unit. (DOK – Level Three)
- Analyze and evaluate the Diagnostic and Statistical Manual of Mental Disorders 5 in terms of its use to clinically diagnose an individual's psychological state of mind. (DOK – Level Four)
- Conduct a cross cultural comparison on mental illness in the United States and around the world. (DOK – Level three)

Core Activities and Corresponding Instructional Methods:

- Abnormal Behavior in the College Student: To help students learn more about how people respond to individuals who behave abnormally. Complete Handout Master 12.1
- Misconceptions about Mental Illness: Students will be given and record their response to a *True* or *False* worksheet. The discussion that occurs when correcting the worksheet will help to dispel certain myths about abnormal behavior.

- What Is Abnormal?: The class will complete handout 12.2 in an effort to expose students to the problem of identifying normal and abnormal behavior in a series of vignettes.
- The Client: In this exercise (described by Halonen, 1986), the teacher or a student will play the role of a client with some undisclosed psychological disorder that class members must try to accurately diagnose.
- Diagnosing Mental Disorders: After reviewing the psychological disorders, students will test their ability to apply their knowledge to realistic case studies. Handout Master 12.6 contains several scenarios that depict a wide range of disorders.
- The Obsessive-Compulsive Test
- Dare to Be Perfect--A Road to Self-Defeat: Complete handout 12.5
- Abnormal Psychology in Film: Abnormal behavior is a consistently popular subject for feature films; practically every disorder ever discovered has been portrayed at one time or another. For this assignment, students will write a paper analyzing a character's illness in terms of the theoretical perspectives (e.g., biological, psychoanalytic, cognitive-behavioral, biopsychosocial) presented in class. Possible films for this activity includes but are not limited to Henry: Portrait of a Serial Killer (1990), Clean, Shaven (1995), One Flew Over the Cuckoo's Nest (1975), and Sybil (1977).
- Crossword Puzzle and Fill in the Blank: Students will check the knowledge of the important vocabulary terms used in the unit by completing these teacher made resources.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.
- Students' role-play interpretations of various psychological disorders.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' will research various psychological disorders and write executive summaries of their findings.

Summative:

- Students will accurately categorize psychological disorders and their symptoms.
- Students will present to the class their finding on various psychological disorders and their treatments.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will view and take notes on excerpts from the films, Three Faces of Eve or Identity in order to receive a glimpse into the life of a patient with dissociative identity disorder.
- Students will view and take notes on excerpts from the Home Box Office documentary "The Iceman" in order to identify the characteristics of a person with anti-social personality disorder and paranoid personality disorder.
- Students will view and take notes on excerpts from the Home Box Office documentary "Bellevue: Inside Out" and One Flew Over the Coo-Coo's Nest in order to receive a glimpse into life in a mental health institution
- Students will view and answer teacher created worksheets on interviews with patients suffering from a variety of mental illnesses.

- Students will view and take notes on excerpts from the documentary film “The Bridge” in order to discover the challenges of a teenage diagnosed with bi-polar disorder.
- Students will research and present information about a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5
- Students will create high order thinking questions dealing with a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5
- Students will prepare a classroom activity dealing with a specific illness listed in the Diagnostic and Statistical Manual of Mental Disorders 5

Correctives:

- Students will complete a number of worksheets categorizing psychological disorders.
- Students will complete all of the Chapter 12 Section Reviews
- Students will read and analyze articles given to them in packet form in order to correctly identify the specific disorder discussed in each .
- Students will complete teacher made review sheets dealing with the concepts of abnormality, models of abnormality, anxiety disorders, somatic spectrum disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders, and SAD.
- Students will outline, complete questions, and participate in activities from the textbook on relevant topics involving psychological disorders.
- Students will complete a worksheet that will aid in determining each student’s understanding of psychological disorders.
- Students will complete the Chapter 12 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers’ Psychology. 3rd Edition

Supplemental Sources:

Related Books:

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 594-648.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 681-733.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 472-512.

Coon, Dennis. Introduction to Psychology, Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 475-500.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 508-549.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 333-365.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 649-706

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 304-323.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 53-55.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 510-553.

Speigelman, Jason. Instructor’s Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 647-713.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 13: Therapies

Time Range: 9 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Categories of treatment and types of treatment providers

Essential Questions:

- What are the two modern ways in which psychological disorders can be treated, and how have they been treated in the past?
- What were the basic elements of Freud’s psychoanalysis, and how does psychoanalysis differ today?
- What are the basic elements of the humanistic therapies known as person-centered therapy and Gestalt therapy?
- How do behavior therapists use classical and operant conditioning to treat disordered behavior?
- What are the goals and basic elements of cognitive therapies such as cognitive-behavioral therapy and rational-emotive behavior therapy?
- What are the various types of drugs used to treat psychological disorders?
- How are electroconvulsive therapy and psychosurgery used to treat psychological disorders today?

Concepts:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

Competencies:

- Explain the two modern ways in which psychological disorders can be treated, and compare how they have been treated in the past.
- List and define the basic elements of Freud’s psychoanalysis, and explain how psychoanalysis differs today.
- Describe the basic elements of the humanistic therapies known as person-centered therapy and Gestalt therapy.
- Identify how behavior therapists use classical and operant conditioning to treat disordered behavior.
- List and explain the goals and basic elements of cognitive therapies such as cognitive-behavioral therapy and rational-emotive behavior therapy.
- Summarize the various types of drugs used to treat psychological disorders.
- Identify how electroconvulsive therapy and psychosurgery are used to treat psychological disorders today.
- Explain the dangers of treating children and adolescents with antidepressant drugs.

Big Idea #2: Legal, ethical, and professional issues in the treatment of psychological disorders

Essential Questions:

- How successful are behavior therapies?
- What are the various types of group therapies and the advantages and disadvantages of group therapy?
- How effective is psychotherapy, and how is the effectiveness of psychotherapy influenced by cultural, ethnic, and gender differences?
- What are the dangers of treating children and adolescents with antidepressant drugs?

Concepts:

- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.

Competencies:

- Indicate the successfulness of behavioral therapies.
- List and explain the various types of group therapies and describe the advantages and disadvantages of group therapy.
- Summarize the effectiveness of psychotherapy, and explain how psychotherapy is influenced by cultural, ethnic, and gender differences.
- Explain the dangers of treating children and adolescents with antidepressant drugs.

Overview: Treating Psychological Disorders

Goals:

- Students will be able to explain how psychological treatments have changed over time and among cultures.
- Students will be able to match methods of treatment to psychological perspectives.
- Students will be able to discuss why psychologists use a variety of treatment options.
- Students will be able to identify biomedical treatments.
- Students will be able to identify psychological treatments.
- Students will be able to describe appropriate treatments for different age groups.
- Students will be able to evaluate the efficacy of treatments for particular disorders.
- Students will be able to identify other factors that improve the efficacy of treatment.
- Students will be able to explain the treatment providers for psychological disorders and the training required for each.
- Students will be able to identify ethical challenges involved in delivery of treatment.
- Students will be able to summarize the national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

Objectives:

- Define: psychopathology, neurosis, and psychosis (DOK – Level One)
- Compare and contrast the various types of psychological disorder in terms of how each is manifested in brain activity and the diagnostic criteria that goes with each. Disorders to be emphasized include: somatoform, dissociative, anxiety, depression, schizophrenic, and personality. However, any disorder listed in the Diagnostic and Statistical Manual of Mental Disorders 5 is appropriate for study in this unit. (DOK – Level Three)
- Analyze and evaluate the Diagnostic and Statistical Manual of Mental Disorders 5 in terms of its use to clinically diagnose an individual's psychological state of mind. (DOK - Level Four)

- Analyze, evaluate, and apply the approaches mental health professionals use to determine the causes and possible treatments for various mental illnesses. The following treatments will be stressed: psychoanalysis, cognitive-behavioral therapy, rational emotive therapy, group therapy, biological therapy, electroconvulsive therapy and client centered therapy (DOK – Level Four)
- Analyze and evaluate the historical approaches mental health professionals use to determine the causes and possible treatments of mental illness. The following topics will be stressed: hydrotherapy, phrenology, and lobotomy (DOK – Level Four)
- Conduct a cross cultural comparison on mental illness in the United States and around the world. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Systematic Desensitization: In this exercise, divide the class into small groups and have them develop a systematic desensitization treatment for a phobia. Select a phobia that is somewhat concrete and familiar to the students (for example, visiting the dentist to get a filling or a fear of the water). In order to facilitate the discussion after the exercise, all groups should be assigned the same phobic object or situation.
- Irrational Beliefs: In order to encourage students to think about irrational beliefs and how they relate to behavior, ask your students to write down examples of irrational beliefs and how they might contribute to maladaptive emotional and behavioral patterns. Ask some students if they would be willing to share some of their beliefs and allow the other class members to analyze them. The analysis should focus on how the examples incorporate absolutist and dogmatic statements, or whether there are fundamental, unseen flaws to the reasoning.
- Role-Playing Client-Centered Therapy: This activity is a role-playing exercise that demonstrates the techniques of client-centered therapy. Student volunteers will take on the role of Pat, a conflicted young person, and various other people who provide her with directive, specific advice. Students and participants will then discuss the exercise and their insights into this approach to therapy.
- What Type of Psychotherapy?: To help students learn about various drugs using the Internet. Handout 13.8 will guide students in this exercise.
- The Client--Part II: This exercise is good practice for diagnosing mental disorders and also a good introduction to different therapeutic perspectives. Students should be familiar with the diagnosis portion. In this exercise, the teacher or student volunteer will portray a client with a mental disorder, but this time groups of students are assigned to role-play psychologists from different theoretical orientations.
- Modify Your Own Behavior: Have students choose a behavior that they would like to change. Suggestions quitting smoking, eating more healthfully, studying more effectively, etc. They can then consider ways in which they could alter their own behavior, taking into consideration the need to keep behavioral records in order to recognize the rewards and stimulus conditions that keep the behavior going. Students will then design a program of behavioral change. This could be assigned as a paper topic, or in presentation form.
- Psychotherapy in Film: This assignment gives students an opportunity to explore the psychotherapeutic relationship in great depth as it is portrayed on screen. In this paper, students should analyze a character's illness and treatment from the perspective of a psychotherapist. Students should include in their discussion (a) the character's diagnosis in terms of the DSM 5, (b) a brief discussion of the apparent etiology of the character's symptoms, and (c) an in-depth analysis of the treatment prescribed for the character in terms of the theoretical perspectives described in this unit: psychoanalytic, client-centered, gestalt, and behavior therapy. Students will then answer the following questions: Which perspective(s) is (are) being represented in the film? Does the treatment

seem to be effective? What are the advantages and disadvantages of this approach? What, if any, alternative approach would the student recommend?

- Comparing Treatment Approaches: Present students with the following scenarios, and ask them to consider how a psychodynamic, cognitive-behavioral, and humanistic psychologist would analyze the situation.
- Comparison of Therapies I: To help students discriminate among, psychoanalytic, humanistic, and Gestalt approaches. Handout Master 13.3 is needed to complete this exercise.
- Comparison of Therapies II: To help students discriminate among behavioral and cognitive approaches. Handout Master 13.4 will be needed to complete this exercise.
- Suggesting Treatments for Abnormal Behavior: Handout 13.5 presents several case studies of abnormal behavior. Distribute the handout to your students, and ask them to work either individually or in small groups to recommend an appropriate therapy for the case in question.
- Crossword Puzzle and Fill-in-the-Blank: Students will complete a teacher made crossword puzzle and fill-in-the-blank worksheet in an effort to show their knowledge of important vocabulary terms used in this unit.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.
- Students' role-play interpretations of various psychological treatments.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.
- Students' will research various psychological therapies and write executive summaries of their findings.

Summative:

- Students will accurately categorize the pros and cons of psychological treatments.
- Students will present to the class their finding on various psychological therapies.
- Students will take a traditional unit exam with objective, subjective, and critical thinking type questions.

Extensions:

- Students will conduct research on the central characteristics of psychotherapeutic intervention.
- Students will research on the major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and show how those orientations influence therapeutic planning.
- Students will research and discuss with the class the different treatment formats (e.g., individual, group).
- Students will summarize the effectiveness of specific treatments used to address specific problems.
- Students will orally discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Students will research and present their finding to the class on prevention strategies that build resilience and promote competence.
- Students will identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe) and present their finding to the class.

Correctives:

- Students will view and take notes on excerpts from the films, Three Faces of Eve or Identity in order to receive a glimpse into the life of a patient with dissociative identity disorder. Students will then design treatment using the DSM-IV criteria.
- Students will view and take notes on excerpts from the Home Box Office documentary “The Iceman” in order to identify the characteristics of a person with anti-social personality disorder and paranoid personality disorder. Students will then discuss the ways in which to treat personality disorders.
- Students will view and take notes on excerpts from the Home Box Office documentary “Bellevue: Inside Out” and One Flew Over the Coo-Coo’s Nest in order to receive a glimpse into life in a mental health institution. Students will then identify therapeutic techniques shown in the films.
- Students will view and answer teacher created worksheets on therapeutic techniques used on patients suffering from a variety of mental illnesses.
- Students will research and present information about specific treatments listed in the Diagnostic and Statistical Manual of Mental Disorders 5.
- Students will create higher order thinking questions dealing with specific treatments listed in the Diagnostic and Statistical Manual of Mental Disorders 5.
- Students will prepare a classroom activity dealing with a specific treatments listed in the Diagnostic and Statistical Manual of Mental Disorders.
- Students will complete a number of worksheets categorizing psychological therapies.
- Students will complete all of the Chapter 13 Section Reviews.
- Students will read and analyze articles given to them in packet form in order to correctly identify the specific therapies discussed in each.

Materials and Resources:

Primary textbook: Myers’ Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 650-694.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 736-785.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 514-553.

Coon, Dennis. Introduction to Psychology: Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 511-534.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 550-589.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 366-393.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 707-752

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 324-343.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 56-58.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 554-579.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 714-768.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 14: Social Psychology

Time Range: 15 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1: Social cognition, social influence, and social relations in human society

Essential Questions:

- What factors influence people to conform to the actions of others?
- How is compliance defined, and what are four common ways to gain the compliance of another?
- What factors make obedience more likely?
- What are the three components of an attitude, how are attitudes formed, and how can attitudes be changed?
- How do people react when attitudes and behavior are not the same?
- What are social categorization and implicit personality theories?
- How do people try to explain the actions of others?
- How are prejudice and discrimination different?
- Why are people prejudiced, and how can prejudice be stopped?
- What factors govern attraction and love, and what are some different kinds of love?
- How is aggressive behavior determined by biology and learning?
- What is altruism, and how is deciding to help someone related to the presence of others?
- Why do people join cults?

Concepts:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Describe the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Competencies:

- Articulate the factors that influence people to conform to the actions of others.

- Define compliance and identify the four common ways to gain the compliance of another person.
- List the factors that make obedience more likely.
- Evaluate the three components of an attitude, how are attitudes formed, and how can attitudes be changed.
- Describe how people react when attitudes and behavior are not the same.
- Identify social categorization and implicit personality theories.
- Articulate how people try to explain the actions of others.
- Compare and contrast how prejudice and discrimination are different.
- Explain why people are prejudiced, and describe ways in which prejudice be stopped.
- Evaluate the factors that govern attraction and love, and identify the different kinds of love.
- Explain how aggressive behavior is determined by biology and learning.
- Explain why people join cults.

Overview: Social Psychology

Goals:

- Students will be able to describe attributional explanations of behavior.
- Students will be able to summarize the relationship between attitudes (implicit and explicit) and behavior.
- Students will be able to identify persuasive methods used to change attitudes.
- Students will be able to discuss the power of the situation.
- Students will be able to describe effects of others' presence on individuals' behavior.
- Students will be able to describe how group dynamics influence behavior.
- Students will be able to discuss how an individual influences group behavior.
- Students will be able to discuss the nature and effects of stereotyping, prejudice, and discrimination.
- Students will be able to identify determinants of prosocial behavior.
- Students will be able to explain the influences upon aggression and conflict.
- Students will be able to discuss factors influencing attraction and relationships.
- Students will be able to define culture and diversity.
- Students will be able to identify how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- Students will be able to explain how perspectives affect stereotypes and treatment of minority and majority groups in society.
- Students will be able to discuss psychological research examining differences in individual cognitive and physical abilities.

Objectives:

- Recall the factors that influence people to conform to the actions of others. (DOK – One)
- Define compliance and identify the four common ways to gain the compliance of another person. (DOK – Level One)
- List the factors that make obedience more likely. (DOK – Level One)
- Summarize the three components of an attitude, how are attitudes formed, and how can attitudes be changed. (DOK – Level Two)
- Differentiate how people react when attitudes and behavior are not the same. (DOK Three)
- Identify social categorization and implicit personality theories. (DOK – Level One)
- Compare how people try to explain the actions of others. (DOK – Level Two)
- Compare and contrast how prejudice and discrimination are different. (DOK – Level Two)

- Recognize why people are prejudiced, and describe ways in which prejudice be stopped. (DOK – Level One)
- List the factors that govern attraction and love, and identify the different kinds of love. (DOK – Level One)
- Recall how aggressive behavior is determined by biology and learning. (DOK – Level One)
- Summarize why people join cults. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

- **A Conformity Study:** Provide students with an opportunity to participate in a conformity study. The chapter number exercise with confederates.
- **Deindividuation:** The object of this exercise is to demonstrate that even normal, well-adjusted students are capable of deviant, antisocial behavior given the right situational conditions (e.g., feelings of anonymity and non-responsibility). Students will respond anonymously to the following question: “If you could be totally invisible for 24 hours and were completely assured that you would not be detected or held responsible for your actions, what would you do?”
- **Group Processes:** Distribute the problem scenario described by Gardner (reproduced in handout 14.1), and go over the basic problem and instructions with the groups.
- **Demonstrating Obedience:** Prior to discussing obedience and the Milgram studies, the teacher should enter the classroom and make sure that everyone is seated. Then go through a series of increasingly bizarre requests with your students. Examples of possible requests are given below:
 - * ask a student to switch seats with another student
 - * have everyone remove their shoes and place them in a pile at the front of the room
 - * ask students to take off their watch and exchange it with one other person
 - * ask students to do jumping jacks in order to loosen up
 - * ask students to rub their tummy while patting their head (and vice-versa)
 - * ask students to do the wave (this one is actually very neat in a large class)
 - * ask students to quack like a duck or to sing a silly song
 - * ask students to come up with a class cheer (“We’ve got spirit yes we do, we’ve got the spirit how ‘bout you?!”) and yell it in unison several times as loud as they can
 End your session with a big round of applause, and then, after everyone has returned to their seats, ask them why they complied with the sequence of behaviors you requested of them.
- **Sometimes You Gotta Break the Rules:** Social norms are the invisible glue that keeps societies together. As implicit rules for social behavior, norms are really only noticed when they are violated. This assignment asks students to do just that: Break a social norm that everyone typically obeys.
- **Attitudes in Advertising:** Students will analyze the components of public service announcements in the context of the dimensions of an attitude.
- **Inducing Cognitive Dissonance:** In this exercise, cognitive dissonance is induced by comparing students’ attitudes and behaviors on a variety of social issues
- **Actor-Perceiver Effect:** Students will complete handout 14.2
- **Defining Aggression:** Aggression is defined as “all behavior that is intended to inflict physical or psychological harm on others.” Before discussing the text’s definition, explore students’ intuitive definition of aggression by having them complete the questionnaire in handout 14.4. Ask students to consider whether or not each act described represents an instance of aggression.
- **Social Psychology in Film:** There are a number of films that contain many of the major social psychological themes. Students will apply social psychological concepts from the text and lecture to any one of the films suggested below: Defending Your Life (1991), Europa, Europa (1983), Guess Who’s Coming to Dinner (1967),

- Lords of Discipline (1986), Twelve Angry Men (1957), Boyz in the Hood (1991).
- Crossword Puzzle and Fill-in-the-Blank: Students will complete a teacher made crossword puzzle and fill-in-the-blank exercise to review important vocabulary terms addressed in the unit.

Assessments:

Diagnostic:

- Students' participation and answers during class discussion.
- Students' completion and reaction to various theories of social psychology.

Formative:

- Students' timely and accurate completion of homework assignments.
- Students' accurate completion of classroom activities.
- Students' will periodically have their classroom binders evaluated.

Summative:

- Students will give written examples of how the various types of learning techniques have been applied in their high school careers. They will be graded according to PSSA and APA format writing standards.
- Students will submit cooperative group evaluations determining the value and validity of various types of topics including conformity, compliance, obedience, social facilitation, social loafing, attitude formation, attitude change, cognitive dissonance, social categorization, attribution, prejudice, discrimination, rules of attraction, aggression, and social roles. They will be graded on a scaled rubric.

Extensions:

- Students will research and then discuss how the attribution theory explains motives (e.g., fundamental attribution error, self-serving bias).
- Students will research and orally describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Students will design a role playing exercise to show how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Students will research and orally discuss attitudes and how they change (e.g., central route to persuasion).
- Students will analyze the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation) by reading and discussing teacher provided psychology articles.
- Students will research and describe the processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Students will research and articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Students will discuss the impact of behavior on a self-fulfilling prophecy.
- Students will research and present their finding to the class on the different variables that contribute to altruism, aggression, and attraction.
- Students will research and discuss persuasion strategies and cognitive dissonance and their effects on group behavior.
- Students will research and identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Correctives:

- Students will complete teacher made review sheets dealing with the concepts social influence, social cognition, social interaction, liking and loving, aggression and prosocial behavior, and the anatomy of a cult.
- Students will complete a worksheet that will aid in each student's understanding of the different aspects of social psychology.
- Students will complete the Chapter 14 section reviews and quizzes.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 697-767.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 620-677.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 554-599.

Coon, Dennis. Introduction to Psychology: Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 547-574.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 416-465.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 425-461.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 753-820.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 346-397.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 59-63.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 582-609.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 769-834.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Unit 15: After the AP Exam

Time range: 30 days

Standards Addressed:

National Standards for Psychology: <http://www.apa.org/education/k12/national-standards.aspx>

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

Link to Standards in SAS: <http://www.pdesas.org/Page/Viewer/ViewPage/14>

Big Idea # 1:

Essential Questions:

- What knowledge have students accumulated after the completion of a rigorous introduction to psychology course.

Concepts:

- After a rigorous examination of the following topics: the Science of Psychology, the Biological Perspective, Sensation and Perception, Consciousness: Sleep, Dreams, Hypnosis, and Drugs, Learning, Memory, Cognition, Motivation and Emotion, Stress and Health, Development Across the Life Span, Theories of Personality, Psychological Disorders, Psychological Therapies, and Social Psychology, students will complete research, projection and activities on the various topics listed above.

Competencies:

- Through projects, presentations and activities, articulate the understanding of the following topics: the Science of Psychology, the Biological Perspective, Sensation and Perception, Consciousness: Sleep, Dreams, Hypnosis, and Drugs, Learning, Memory, Cognition, Motivation and Emotion, Stress and Health, Development Across the Life Span, Theories of Personality, Psychological Disorders, Psychological Therapies, and Social Psychology

Overview: Introduction to Psychology Projects and Activities

Goals:

- Students will use their knowledge of psychology to complete various research projects and activities. These projects and activities should show the an advanced student knowledge following a rigorous examination of the following topics studied during this year long course: the Science of Psychology, the Biological Perspective, Sensation and Perception, Consciousness: Sleep, Dreams, Hypnosis, and Drugs, Learning, Memory, Cognition, Motivation and Emotion, Stress and Health, Development Across the Life Span, Theories of Personality, Psychological Disorders, Psychological Therapies, and Social Psychology.

Objectives:

- Connect, design, critique, analyze, create, prove and apply concepts in psychology to research projects, papers, and various psychological activities. (DOK – Level Four)

Core Activities and Corresponding Instructional Methods:

- Students will complete any of the activities found in the instructors' manual resource section of their textbook. Projects must be different than assignments completed prior to the completion of the AP exam (always the 1st Monday in May).

Assessments:**Diagnostic:**

- Students' participation and answers during class discussion after the presentation of projects and the completion of activities.
- Students' written reaction to various topics covered in peer presentations.

Formative:

- Students' timely and accurate completion of worksheet assignments connected to projects and activities.
- Students' accurate completion of classroom activities.

Summative:

- Students will submit cooperative group evaluations determining the value and validity of various types of topics presented to the class or completed during a student activity. They will be graded on a scaled rubric.

Extensions:

- Students will complete teacher made enrichment worksheets and activities.

Correctives:

- Students will complete teacher made review sheets dealing with the concepts presented during student presentations and activities.

Materials and Resources:

Primary textbook: Myers' Psychology. 3rd Edition

Supplemental Sources:**Related Books:**

Bernstein, Douglas. Psychology AP Edition. Wadsworth, Cengage Learning 2012. Pgs. 697-767.

Cacioppo, John. Discovering Psychology, The Science of the Mind. Wadsworth, Cengage Learning 2013. Pgs. 620-677.

Ciccarelli and White. AP Psychology. Upper Saddle River, New Jersey: Pearson Education, Inc. 2011 Pgs. 2-598.

Coon, Dennis. Introduction to Psychology: Gateways to Mind and Behavior. Wadsworth, Cengage Learning 2013. Pgs. 547-574.

Kassin, Saul. Essentials of Psychology. Upper Saddle River: Pearson Education 2004. Pgs. 416-465.

Myers, David. Exploring Psychology. New York: Worth Publishers 1996. Pgs. 425-461.

Myers, David. Psychology for AP. New York, NY: Worth Publishers 2011. Pgs. 753-820.

Pettijohn, Terry. Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs. 346-397.

Pettijohn, Terry. Teaching and Testing from Psychology: A Concise Introduction. Guilford, Connecticut: The Dushkin Publishing Group 1992. Pgs 59-63.

Plotnik, Rod. Introduction to Psychology: Pacific Grove, California: Wadsworth-Thomson Learning 2002. Pgs. 582-609.

Speigelman, Jason. Instructor's Resource Manual to Accompany AP Psychology Text. Upper Saddle River, New Jersey: Pearson, Inc. 2011 Pgs. 769-834.

Various related articles from current periodicals (i.e.: Psychology Today and Monitor on Psychology)

Internet sites

<http://www.psychology.org/links/>

Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Technology

Smart Board technologies, Microsoft Word, Microsoft Power Point, Internet as research tool, various video excerpts.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Myers' Psychology. 3rd Edition

Textbook ISBN #: 10: 1319070507, 13: 978-1319070502

Textbook Publisher &Year of Publication: BFW/Worth Publishers, 2018

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: AP Psychology

Textbook ISBN #: 13: 978-0-205-78617-6

Textbook Publisher &Year of Publication: Pearson Education, Inc. 2011

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Psychology: A Way to Grow

Textbook ISBN #: 1-56765-666-8

Textbook Publisher &Year of Publication: Amsco School Publications, Inc. 2005

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Psychology: A Concise Introduction

Textbook ISBN #: 1-56134-063-4

Textbook Publisher &Year of Publication: Dushkin Publishing Group 1992

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Psychology

Textbook ISBN #: 0-534-57996-5

Textbook Publisher &Year of Publication: Wadsworth Group 2002

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Essentials of Psychology

Textbook ISBN #: 0-13-048946-8

Textbook Publisher &Year of Publication: Pearson Education, Inc. 2004

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Teaching and Testing from Psychology: A Concise Introduction

Textbook ISBN #: 1-56134-063-4G

Textbook Publisher &Year of Publication: Dushkin Publishing Group 1992

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Psychology for AP

Textbook ISBN #: 978-1-4292-5251-5

Textbook Publisher &Year of Publication: Worth Publisher 2011

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Exploring Psychology

Textbook ISBN #: 1-57259-096-3

Textbook Publisher &Year of Publication: Worth Publisher 1996

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Psychology AP Edition

Textbook ISBN #: 13: 978-1-111-30271-9

Textbook Publisher &Year of Publication: Wadsworth, Cengage Learning, 2012

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Discovering Psychology: The Science of the Mind

Textbook ISBN #: 13: 978-0-618-18550-4

Textbook Publisher &Year of Publication: Wadsworth, Cengage Learning, 2013

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Name of Textbook: Introduction to Psychology: Gateways to Mind and Behavior

Textbook ISBN #: 13: 978-1-111-83363-3

Textbook Publisher &Year of Publication: Wadsworth, Cengage Learning, 2013

Curriculum Textbook is utilized in (title of course): Advanced Placement Psychology

Appendix

PA Core Standards – Reading in History and Social Studies

CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5. 11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5. 11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (e.g. how Madison defines faction in Federalist No. 10).

CC.8.5. 11-12.F Evaluate authors' differing points on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5. 11-12.H Evaluate an author's premise, claims, and evidence by corroborating or challenging them with information.

CC.8.5. 11-12.I Integrate information from diverse sources, both primary and secondary, in coherent understanding of an idea or event, noting discrepancies among sources.

PA Common Core Standards – Writing in History and Social Studies Grades 11-12

CC.8.6.11-12.A Write arguments focused on discipline-specific content

CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.8.6.11-12.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CC.8.6.6-8.H Draw evidence from information texts to support analysis reflection and research.

CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences.