Pine Hill Public Schools Curriculum			
Content Area:	**Social Studies**		
Course Title/ Grade Level:	AP Psychology / 11-12		
Unit 1:	**Foundations of Psychology**	Month:	**September/October**
Unit 2:	**Biology and Psychology**	Month:	**October/November**
Unit 3:	**States of Consciousness**	Month:	**November**
Unit 4:	**Cognition**	Month:	**December**
Unit 5:	**Psychological Development**	Month:	**December/January**
Unit 6:	**Personality**	Month:	**January/ February**
Unit 7:	**Learning**	Month:	**February**
Unit 8:	**Abnormal**	Month:	**March/April**
Unit 9:	**Social Psychology**	Month:	**April/May**
Unit 10:	**Applications of Psychology**	Month:	**May/June**
BOE Approval Date:	August 28, 2012		

Pine Hill Public Schools Curriculum		
Unit Title: Foundations of Psychology		**Unit #: 1**
Course or Grade Level: 11/12- AP Psychological	**Length of Time: 3 Weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	**15 days**	
Essential Questions	• What is Psychology? • How are the many subfields and perspectives of psychology different and similar? • How do Psychologists develop new knowledge and interpret research? • How do we measure individual and group differences?	
Content	• The History of Psychology o *Ancient Greek beliefs* o *Other cultural beliefs* • Schools of Psychology o *Wundt and Structuralism* o *James and Functionalism* o *Gestalt* o *Behaviorism* o *Psychoanalysis* • The Subfields of Psychology o *Biological Psychology* o *Developmental Psychology* o *Cognitive Psychology* o *Personality Psychology* o *Social Psychology* o *Industrial/Organizational Psychology* o *Clinical Psychology* • The Perspectives of Psychology o *Neuroscience/Biological Perspective* o *Evolutionary/Socio-Biological Perspective* o *Developmental Perspective* o *Behavioral Perspective* o *Psychodynamic Perspective* o *Cognitive Perspective* o *Social-Cultural Perspective* o *Humanistic* o *Trait View* • Research o *Scientific Method* o *Types of Research*	

	○ *Ethical standards and Bias* • Interpreting Data ○ *Methods of data collection* ○ *Organizing and interpreting data* ○ *Correlation and inferences* • Testing ○ *Validity and Reliability* ○ *Standardization and norms* ○ *Types of tests* ○ *Ethics and standards* • Intelligence ○ *Binet and Simon* ○ *IQ testing* ○ *Problems with IQ testing* • Components of Intelligence ○ *Psychometric theories on intelligence* ○ *Cognitive theories on intelligence* ○ *Cultural definitions of intelligence* ○ *Differences among groups* ○ *Culture and environment* •
Skills	• Recognize how philosophical perspectives shaped the development of psychological thought. • Describe and compare different theoretical approaches in explaining behavior: — *Structuralism / functionalism / behaviorism / Gestalt / psychoanalytic / psychodynamic / humanism / Evolutionary / biological / cognitive* • Recognize 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 / Social.* • Identify the major historical figures in psychology *(e.g., Mary Whiton Calkins, Sigmund Freud, G. Stanley Hall, William James, John B. Watson, Wilhelm Wundt)*. • Differentiate types of research *(e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies)* 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. • Predict the validity of behavioral explanations based on the quality of research design. • Distinguish the purposes of descriptive statistics and inferential statistics. • Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics. • Discuss the value of reliance on operational definitions and measurement in behavioral research. • 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. • Define intelligence and list characteristics of how psychologists measure intelligence: • Discuss how culture influences the definition of intelligence. • Compare and contrast historic and contemporary theories of intelligence. • Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity. • Interpret the meaning of scores in terms of the normal curve. • Describe relevant labels related to intelligence testing. • Debate the appropriate testing practices, particularly in relation to culture-fair test uses. • Identify key contributors in intelligence research and testing *(e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).*
Assessments	**Common Summative Assessments** • Expert Learning Activity on the major topics of research and testing. • Multiple choice / essay test **Common Formative Assessments** • Data collection activity • Take-home quizzes (3)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on life The scientific method • Mathematics – Studying and utilizing statistics •
Lesson resources / Activities	• Chapter 1 reading / vocab • Reading on Hard vs. Soft Sciences • Multiple case studies practicing the material/theories taught • Ch. 2 reading / vocab • Multiple worksheets practicing the different elements of experimentation • Ch. 11 reading / vocab • Expert Learner Packet *(Research/Testing)* • Assorted Readings • Purposeful Writing Activities • Graphic Organizers
2009 NJCCCS	
Standard: 5.1 Science Practices All students will understand that science is both a body of knowledge and an	

evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.		
Content Statement(s):	**CPI # / CPI(s):**	
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1	
Data and refined models are used to revise predictions and explanations. 5.1.12.C.2		5.1.12
Standard: 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.		
Content Statement(s): Data analysis, probability, and discrete mathematics are important interrelated areas of applied mathematics. Each provides students with powerful mathematical perspectives on everyday phenomena and with important examples of how mathematics is used in the modern world. Two important areas of discrete mathematics are addressed in this standard; a third area, iteration and recursion, is addressed in Standard 4.3 (Patterns and Algebra).	**CPI # / CPI(s):**	
1. Collect, generate, record, and organize data in response to questions, claims, or curiosity. Data collected from students' everyday experiences Data generated from chance devices, such as spinners and dice 2. Read, interpret, construct, and analyze displays of data. Pictures, tally chart, pictograph, bar graph, Venn diagram Smallest to largest, most frequent (mode)	**4.4.2 A.**	
1. Use chance devices like spinners and dice to explore concepts of probability. Certain, impossible More likely, less likely, equally likely 2. Provide probability of specific outcomes. Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five) When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of	**4.4.2 B.**	

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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Biology and Psychology		**Unit #: 2**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 3 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	**16 days**	
Essential Questions	• Why is understanding the nervous system important to the field of Psychology? • What role does the nervous system play in your behaviors and mental processes? • What is the relationship between Sensation and Perception? • Why do we all perceive the same stimuli differently?	

Content	• Neural Communication
	• The biological structure of the brain
	  o *The Brain / Cerebral Cortex*
	  o *The Brain Stem*
	  o *The Limbic System*
	• The biological structure of the nervous system.
	• How damage to parts of the brain can affect human behavior.
	• The affects of drug abuse on the human mind.
	• How the brain changes and adapts to the environment.
	• The Senses
	  o *The Human Eye (Vision)*
	  o *The Ear / Nose / Tongue (Hearing/Smell/Taste)*
	  o *Pain*
	  ▪ *Gender differences*
	• The psychology of our perception
	  o *Absolute Threshold*
	  o *Sensory Adaptation*
	• Sensory Disorders
	• Perceptual Sets
	  o *Depth Perception*
	  o *Size / shape Constancy*
	  o *Size-distance Relationship*	

Skills	• 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 effect of the endocrine system on behavior.
	• Describe the nervous system and its subdivisions and functions:
	  — *Central and peripheral nervous systems*
	  — *Major brain regions, lobes, and cortical areas*
	  — *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).*	

	• 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. • Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation. • Describe sensory processes 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. • Discuss how experience and culture can influence perceptual processes • Explain the role of top-down processing in producing vulnerability to illusion. • Discuss the role of attention in behavior. • Challenge common beliefs in parapsychological phenomena. • Identify the major historical figures in sensation and perception *(e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel)*.
Assessments	**Common Summative Assessments** • Multiple choice / essay test **Common Formative Assessments** • Labeling and defining the different parts of the Nervous System. • Labeling and defining the different senses *(Eye, ear, nose, tongue)*. • Take-home quizzes (2)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• Science – Discuss of the environment and the effects it has on the human brain Analyze the evolution of human beings
Lesson resources / Activities	• Ch. 3 reading / vocab • Label and define the parts of the neuron • Reading on the functions of the parts of the brain • Reading on brain injuries • Label and define the parts of the brain • Reading on how the brain adapts to the environment • Graphic organizers on the nervous system • Ch. 4 reading / vocab • Reading on the major senses • Labeling and defining the different senses *(Eye, ear, nose, tongue)* • Multiple readings on new research on the major senses

	• 'Finish the drawing' wksht • Reading on perception • Discovering Psychology • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

2009 NJCCCS

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Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.

Content Statement(s):	**CPI # / CPI(s):**
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1
Data and refined models are used to revise predictions and explanations. 5.1.12.C.2	

Standard: 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.

Content Statement(s): Data analysis, probability, and discrete mathematics are important interrelated areas of applied mathematics. Each provides students with powerful mathematical perspectives on everyday phenomena and with important examples of how mathematics is used in the modern world. Two important areas of discrete mathematics are addressed in this standard; a third area, iteration and recursion, is addressed in Standard 4.3 (Patterns and Algebra).	**CPI # / CPI(s):**
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1. Use chance devices like spinners and dice to explore concepts of probability. Certain, impossible More likely, less likely, equally	**4.4.2 B.**

likely 2. Provide probability of specific outcomes. Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five) When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven	

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: States of Consciousness		**Unit #: 3**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 2 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	9 days	
Essential Questions	• How is consciousness related to other mental processes? • What other forms can consciousness take? • What environmental influences affect the conscious mind? *How do they affect it?*	

Content	• States of Consciousness
	• The Five Stages of Sleep
	• Sleep Disorders
	• Theories on Dreams
	  ○ *Biological Approach*
	  ○ *Activation Synthesis Theory*
	  ○ *Freud*
	  ○ *Alder*
	• Altered States of Consciousness
	  ○ *Hypnosis*
	  ○ *Meditation*
	  ○ *The affects of drugs on the Conscious mind*
	  ▪ Hallucinogens
	  ▪ Depressants
	  ▪ Stimulants	

Skills	• Describe various states of consciousness and their impact on behavior.
	• Discuss aspects of sleep and dreaming:
	  ✓ S*tages and characteristics of the sleep cycle*
	  ✓ *Theories of sleep and dreaming*
	  ✓ *Symptoms and treatments of sleep disorders*
	• Discuss the influence of drugs on neurotransmitters *(e.g., reuptake mechanisms).*
	• Describe historic and contemporary uses of hypnosis *(e.g., pain control, psychotherapy).*
	• Explain hypnotic phenomena *(e.g., suggestibility, dissociation).*
	• Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
	• Discuss drug dependence, addiction, tolerance, and withdrawal.
	• Identify the major figures in consciousness research *(e.g., William James, Sigmund Freud, Ernest Hilgard).*	

Assessments	**Common Summative Assessments** • Multiple choice / essay test **Common Formative Assessments**	

	• Take-home quizzes (1)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Ch. 5 reading / vocab • Reading on states of consciousness • Reading on sleep environment • Reading on cross cultural sleeping patterns • Reading on the Activation Synthesis Theory • Reading / conceptualization of a letter to Freud • Reading on the meaning of dreams • Reading on sleepwalking • Discovering Psychology • Reading on Drug abuse • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

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Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.	
Content Statement(s):	**CPI # / CPI(s):**
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1
Data and refined models are used to revise predictions and explanations. 5.1.12.C.2	
Standard: 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.	
Content Statement(s): Data analysis, probability, and	**CPI # / CPI(s):**

discrete mathematics are important interrelated areas of applied mathematics. Each provides students with powerful mathematical perspectives on everyday phenomena and with important examples of how mathematics is used in the modern world. Two important areas of discrete mathematics are addressed in this standard; a third area, iteration and recursion, is addressed in Standard 4.3 (Patterns and Algebra).	
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1. Use chance devices like spinners and dice to explore concepts of probability. Certain, impossible More likely, less likely, equally likely 2. Provide probability of specific outcomes. Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five) When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven	**4.4.2 B.**

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Cognition		**Unit #: 4**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 3 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	14 days	
Essential Questions	• How does the human memory allow us to remember information and sometimes forget information? • How do we acquire language? • What are the components of thought? • How do human emotions affect our behavior and our interactions with others?	
Content	• Types of Memory o *Sensory Memory* o *Short Term Memory* o *Long Term Memory* • Memory Processing o *Automatic Processing* o *Effortful Processing* • Memory Storage o *Encoding* o *Storage* o *Retrieval Cues* • Forgetting and Memory Loss o *Amnesia* o *False Memories* o *Sins of Memory Loss* • Language Development o *Chomsky and LAD* o *Stages of language development* • The Thought process o *Concepts* o *Schemas* o *Problem Solving* o *Judgment* • Emotions o *Types of emotions* o *Theories on emotions* o *Socio-Cultural affects of gender on emotions* o *Emotional Intelligence* • Motivation o *Types of Motivation*	

	▪ Hunger ▪ Sex ▪ Achievement o *Theories on motivation* • Stress and Health o *Types of stress* o *Dealing with stress* o Physical Stress Response o *Affects of stress on our health*
Skills	• 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. • Outline the principles that underlie effective encoding, storage, and construction of memories. • Describe strategies for memory improvement. • Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language. • Identify problem-solving strategies as well as factors that influence their effectiveness. • List the characteristics of creative thought and creative thinkers. • Identify key contributors in cognitive psychology *(e.g., Noam Chomsky, Hermann Ebbinghaus, Elizabeth Loftus, George A. Miller)*. • 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. • 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., Alfred Kinsey, Stanley Schachter, Hans Selye)*.
Assessments	**Common Summative Assessments** • Expert Learning Activity on the major topics of cognition. • Multiple choice / essay test **Common Formative Assessments** • Take-home quizzes (2)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration)

	• Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain Analyze the evolution of human beings
Lesson resources / Activities	• Ch. 7 reading / vocab • Multiple readings on memory • Reading on amnesia • Reading on false memories • Ch. 8 reading / vocab • Reading about universal facial expression • Reading on the connection between the brain and emotions • Case study on motivation • Reading on the psychological perspective of sexual orientation • Expert Learner Packet *(Cognition)* • APA reading on sexual orientation • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

2009 NJCCCS

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addressed in Standard 4.3 (Patterns and Algebra).	
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1. Use chance devices like spinners and dice to explore concepts of probability. Certain, impossible More likely, less likely, equally likely 2. Provide probability of specific outcomes. Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five) When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven	**4.4.2 B.**

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Psychological Development		**Unit #: 5**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 4 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	18 days	
Essential Questions	• What has the most influence on our development; Nature or Nurture? • What differences in capabilities do we possess and what challenges do we face in each stage of development? • How does one's environment affect their psychological and cognitive development?	
Content	• Nature vs. Nurture o *Rousseau* o *Locke* o *Darwin* • Psychological temperament of babies • Environmental Influences o *Gender Roles* o *Peer Influence* o *School* o *Culture* o *Parenting Styles* ▪ Authoritarian ▪ Permissive ▪ Authoritative o *Theories on Attachment* ▪ Freudian ▪ John Bowlby ▪ Harlow ▪ Ainsworth ▪ Kagan • The stages of Cognitive Development o *Piaget* • Stages of Human Development o *Erikson* • Adolescence • Stages of Moral Development o *Kohlberg* • Aging and Dying	
Skills	• Discuss the interaction of nature and nurture 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. • Characterize the development of decisions related to intimacy as people mature. • 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. Erik Erikson, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget,).*
Assessments	**Common Summative Assessments** • Multiple choice / essay test **Common Formative Assessments** • Students-based learning activity ▪ *Environmental influences pamphlets.* • Students-based learning activity ▪ *Piaget Toy Activity* • Take-home quizzes (1)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Ch. 9 reading / vocab • Reading on nature and nurture • Reading on attachment • Reading/case study on parenting styles • Case study on the Jim Twins • Reading on Genie: The Wild Child • United Streaming Video: Feral Children • Reading on Piaget • Discovery Psychology

	• Multiple graphic organizers reviewing the theories of Erikson • Case study on the psychology of teens • Reading on Kohlberg • Kohlberg's moral dilemmas • Reading on the end of life • Assorted Readings • Purposeful Writing Activities • Graphic Organizers •

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Data and refined models are used to revise predictions and explanations. 5.1.12.C.2	

Standard: 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.

Content Statement(s): Data analysis, probability, and discrete mathematics are important interrelated areas of applied mathematics. Each provides students with powerful mathematical perspectives on everyday phenomena and with important examples of how mathematics is used in the modern world. Two important areas of discrete mathematics are addressed in this standard; a third area, iteration and recursion, is addressed in Standard 4.3 (Patterns and Algebra).	**CPI # / CPI(s):**
1. Collect, generate, record, and organize data in response to questions, claims, or curiosity. Data collected from students' everyday experiences Data generated from chance devices, such as spinners and dice 2. Read, interpret, construct, and analyze displays of data. Pictures, tally chart, pictograph, bar graph, Venn diagram Smallest to largest, most frequent (mode)	**4.4.2 A.**
	4.4.2 B.

1. Use chance devices like spinners and dice to explore concepts of probability. Certain, impossible More likely, less likely, equally likely 2. Provide probability of specific outcomes. Probability of getting specific outcome when coin is tossed, when die is rolled, when spinner is spun (e.g., if spinner has five equal sectors, then probability of getting a particular sector is one out of five) When picking a marble from a bag with three red marbles and four blue marbles, the probability of getting a red marble is three out of seven	

21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Personality		**Unit #: 6**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 3 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	12 days	
Essential Questions	• What forces shape our personality? • How does our personality shape and influence our behavior and interactions with others? • What persistent patterns are found in personality?	

Content	• Temperaments and Traits
	• Theories on Personality Development
	  ○ *Sigmund Freud*
	  ▪ Psychoanalytical Perspective
	  ▪ Stages of Psychosexual Development
	  ▪ Defense Mechanism
	• Psychodynamic
	  ○ *Jung*
	  ○ *Alder*
	  ○ *Horney*
	• Humanistic
	  ○ *Maslow*
	  ○ *Rogers*
	• Socio-Cognitive
	  ○ *Rotter*
	  ○ *Bandura*	

Skills	• Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral. • Describe and compare research methods that psychologists use to investigate personality. • Identify frequently used assessment strategies *(e.g., the Minnesota Multiphase 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)*	
Assessments	**Common Summative Assessments** • Multiple choice / essay test **Common Formative Assessments** • Take-home quizzes (1**)**	

Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Ch. 10 reading / vocab • Mini-biography on Sigmund Freud • United Streaming Video: Sigmund Freud • Comparison of Freud and Erikson • Worksheet on the Defense Mechanisms • Case Study on the theories of Freud • Reading / research on Jungian archetypes • Case Study on the theories of the Neo-Freudians • Reading on the Humanistic perspective • Case Study on the theories of the Humanistic perspective • Reading on personality and attractiveness • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

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Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.

Content Statement(s):	**CPI # / CPI(s):**
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1
Data and refined models are used to revise predictions and explanations. 5.1.12.C.2	

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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: Learning		**Unit #: 7**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 3 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	13 days	
Essential Questions	• How do the many diverse ways in which learning takes place impact the thoughts and actions of the individual? • How does our environment affect how and what we learn?	
Content	• Theories on Learning o *Pavlov and Classical Conditioning* o *Watson and his tests on humans* o *Skinner and Operant Conditioning* ▪ The pros / cons of Rewards and Punishments in effecting human behavior. ▪ Learning schedules o *Cognitive Learning* ▪ Bandura and the Social Learning Theory ▪ Kohler and Insight Learning ▪ Tolman and Cognitive Maps ▪ Higher Cognitive Learning	
Skills	• Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning. • 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, schedules of reinforcement)*. • Predict how practice, schedules of reinforcement, and motivation will influence quality of learning. • Interpret graphs that exhibit the results of learning experiments. • Provide examples of how biological constraints create learning predispositions. • Describe the essential characteristics of insight learning, latent learning, and social learning. • Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness. • Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems. • Identify key contributors in the psychology of learning *(e.g., Albert Bandura, Ivan Pavlov, B.F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson)*.	

Assessments	**Common Summative** • Create a training plan for a dog using the theories of Pavlov, Thorndike, and Skinner • Develop a plan to condition their classmates. • Multiple choice / essay test **Common Formative Assessments** • Assessment of the influences of Mass Media. • Take-home quizzes (1)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Ch. 6 reading / vocab • Reading on superstitions • Reading on conditioned aggression • Multiple readings / case studies on classical conditioning • Reading / case study on classical conditioning humans • Discovering Psychology • Reading on the theories of B.F. Skinner • Case Study on operant conditioning • Comparison of the theories of Pavlov and Skinner • Reading on the theories of Bandura • Reading on Sultan the Ape and Cognitive Learning • United Streaming: Social Learning Theory • Reading on the case of Vance vs. Judas Priest • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

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Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.

Content Statement(s):	**CPI # / CPI(s):**
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1

Data and refined models are used to revise predictions and explanations. 5.1.12.C.2	
Standard: 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS, AND WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND DRAW APPROPRIATE INFERENCES FROM DATA.	
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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and		Critical Thinking and Problem		Communication and		Information Literacy

	Innovation		Solving		Collaboration		
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: **Abnormal Psychology**		**Unit #: 8**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 6 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	21 days	
Essential Questions	• How has the treatment and understanding of mental disorders changed and improved over time? • How are psychological disorders identified and classified? • How do psychologists treat psychological disorders?	
Content	• The history of mental disorders • Definitions and causes of mental disorders • Classifications / symptoms of mental disorders o *The DSM-IV* • Types of Disorders o *Anxiety Disorders* o *Affective Disorders* o *Psychotic Disorders* o *Dissociative Disorders* o *Somatoform Disorders* o *Conversion Disorders* o *Personality Disorders* • The history of treatment of the mentally ill • Therapeutic Relationship • Goals of Therapy • Therapeutic Methods o *Insight Therapies* o *Psychoanalysis* o *Psychodynamic Therapy* o *Client-centered Therapy* o *Behavior Therapy (Classical Conditioning Techniques)* o *Behavior Therapy (Operant Conditioning Techniques)* o *Behavior Therapy (Counterconditioning – Systematic Desensitization)* o *Behavior Therapy (Counterconditioning – Aversive Conditioning)* o *Cognitive Therapy* o *Cognitive-Behavior Therapy* o *Group / Family Therapy* o *Therapeutic Touch* o *Eye Movement Desensitization and Reprocessing (EMDR)* o *Light Exposure Therapy* o *Electroconvulsive Therapy* • Psychiatric Drugs • Evaluating the different types of therapies	
Skills	• 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. • 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).* • Describe the central characteristics of psychotherapeutic intervention. • Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning. • Compare and contrast different treatment formats. • Summarize effectiveness of specific treatments used to address specific problems. • Discuss how cultural and ethnic context influence choice and success of treatment. • Describe prevention strategies that build resilience and promote competence. • Identify major figures in psychological treatment *(e.g., Aaron Beck, Albert Ellis, Mary Cover Jones, Joseph Wolpe).*
Assessments	**Common Summative Assessments** • Research project on Psychological Disorders. o *Research paper on a disorder* o *Analysis / diagnosis of disorders* o *Development of treatment plan* • Multiple choice / essay test **Common Formative Assessments** • Take-home quizzes (2)
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Reading on the history of mental disorders • Ch. 12 reading / vocab • Discovering Psychology

	• Understanding the DSM-IV activity • Reading on the causes of disorders • Interviews with the mentally ill • Reading on phobias • Case study on depression • Case study on psychotic disorders • Ch. 13 reading / vocab • Multiple readings on therapies • Therapy vocab • United Streaming Video: Psychiatric Drugs • Case study on John Nash and Schizophrenia (*A Beautiful Mind)* • Case study on Sybil and Dissociative Identity Disorder (*Sybil)* • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

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Strand(s): C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.

Content Statement(s):	**CPI # / CPI(s):**
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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum		
Unit Title: **Social Psychology**		**Unit #: 9**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 4 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	14 days	
Essential Questions	• How the situation we find ourselves in and the people we are with affect our behavior? • Why do good people commit heinous acts? • Why we feel a need to conform in certain situations?	

Content	• The Need to Belong
	• The Power of the Situation
	  o *Fundamental Attribution Theory*
	• Attitudes
	  o *Cognitive Dissonance Theory*
	  ▪ Social Influences
	  o *Conformity*
	  ▪ Normative Social Influence
	  ▪ Informational Social Influence
	  o *Group Influences*
	  ▪ Social Facilitation
	  ▪ Social Loafing
	• Social Relations
	  o *Prejudice*
	  o *Stereotypes*
	  o *Discrimination*	

Skills	• 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. • 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).*
Assessments	**Common Summative Assessments** • Conceptualization of historical case studies • Multiple choice / essay test **Common Formative Assessments** • Take-home quizzes
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain
Lesson resources / Activities	• Ch. 14 reading / vocab • Discovering Psychology • Reading on the culture of Nacirema • Reading on the Stanford Prison Experiment • Reading / worksheet on propaganda • Experiment on discrimination • Reading on prejudice and discrimination • Case Study on racism and discrimination *(Remember the Titans)* • United Streaming Video: Class Divided • Case Study on Nazi Germany • ABC video on Milgrim • Assorted Readings • Purposeful Writing Activities • Graphic Organizers • *Chapter by chapter review of the course in preparation for the AP Exam*

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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy

	Media Literacy		ICT Literacy		Life and Career Skills

Pine Hill Public Schools Curriculum		
Unit Title: **Applications of Psychology**		**Unit #: 10**
Course or Grade Level: 11/12- AP Psychology	**Length of Time: 5 weeks**	
Date Created: 3/19/12	**BOE Approval Date:**	
Pacing	30 days	
Essential Questions	• How can Psychology be applied in our everyday lives?	

Content	• Psychology in our lives
	  o *Jobs in psychology*
	  o *Subliminal Messages*
	  ▪ Psychology of advertising
	  o *Psychology of Disney*
	  o *Psychology of terror*
	  o *Psychology of love*
	• Forensic Psychology
	  o *Criminal profiling*
	  o *Serial killers*	

Skills	• Discussing how psychology is involved in our daily lives. • Discuss the intersection between psychology and the legal system *(e.g., confidentiality, insanity defense).* • Detail how psychology can be used in a legal setting.	
Assessments	**Common Summative Assessments** • Research Project on a historical figure • Social Psychology experiments **Common Formative Assessments** • Take-home Quiz (1)	
Interventions / differentiated instruction	• Extended time for completions of assignments or tests • Small groups • Study sheets/summary/outlines • Visual demonstration • Instructions/directions given in different channels (written, spoken, demonstration) • Visual or multisensory materials • Tutoring assistance (peer/pal/teacher, etc.) • Graphic organizers	
Inter-disciplinary Connections-	• English - Reading and Interpretation activities • Science – Discuss of the environment and the effects it has on the human brain	
Lesson resources / Activities	• Multiple readings on the role of psychology • Discovery Psychology • Reading on the job of forensic psychologists • Criminal profile of Jack the Ripper	

	• Reading on the insanity plea • A&E criminal profiling • Reading on subliminal messages • Reading on the evil side of Disney • Case study on Winnie the Pooh • Case Study on human interactions *(excerpts of Forest Gump)* • Reading on the history of terrorism • Assorted Readings • Purposeful Writing Activities • Graphic Organizers

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21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		