

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement
Psychology**

July 21, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Advanced Placement Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching of Psychology published by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work. Students are consistently reminded that the course is designed to be comparable to an introductory course at the finest academic institutions in the nation and should be approached as such. Students have an opportunity to earn 3 college credits for this course and are expected to take the AP Psychology Exam in May.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Psychology, Critical Thinking, and Science	18
Unit 2: Brain and Behavior	18
Unit 3: Sensation and Perception/States of Consciousness	18
Unit 4: Conditioning and Learning	18
Unit 5: Memory, Cognition, Language, Intelligence, and Creativity	18
Unit 6: Motivation and Emotion	18
Unit 7: Development	18
Unit 8: Personality	18
Unit 9: Psychological Disorder/Therapy	18
Unit 10: Prosocial and Antisocial Behavior	18

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 Psychology, Critical Thinking, and Science	Students will demonstrate an understanding of: Scope, History, and Methodology (CR 1). Historical Schools: Functionalism vs. Structuralism. Students will demonstrate an understanding of	<ul style="list-style-type: none"> • Annotations and close reading activities • Classroom Discussions, Socratic seminars, and Debates

<p>Suggested Resources Provide links to specific resources/activities</p>	
<p><u>Introduction to Psychology Gateways To Mind And Behavior</u> <u>Supplemental Text: Barron's AP Psychology</u></p>	<p>Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience.</p> <p>Students will demonstrate an understanding of: Nature of Scientific Inquiry, Sources of bias and error.</p> <p>Research Methods: Introspection, observation, survey, psychological testing, controlled experiments (CR2).</p> <p>Students will demonstrate an understanding of statistics: Central Tendency, variance, significance, correlation ethics in: Research: Human participants, animal subjects (CR16).</p> <ul style="list-style-type: none"> ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers

	<p> www.collegeboard.org www.youtube.com www.classroom.google.com www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqYJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschoolstyprep.com/ap/psychology/ </p>	
<p> Unit 2 Brain and Behavior </p>	<p> Students will demonstrate an understanding of: Neuroscience (CR3). Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse. Students will demonstrate an understanding of: Brain: Research methodology, neuroanatomy, brain development, and aging. Students will demonstrate an understanding of hemispheric specialization. Students will demonstrate an understanding of: Nervous System: structural and functional organization. Students will demonstrate an understanding of Endocrine System: Anatomy, HPA-axis, immune system, genetics and Heritability. </p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p><u>Introduction to Psychology Gateways To Mind And Behavior.</u> <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RS4V71QK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschoolprep.com/ap/psychology/</p>
<p>Unit 3 Sensation and Perception/States of Consciousness</p>	<p>Students will demonstrate an understanding of Psychophysics: Thresholds (absolute, difference, Weber's constants), signal detection theory. Students will demonstrate understanding of: Sensory organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p><u>Introduction to Psychology Gateways To Mind And Behavior.</u> <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com</p>

	<p>https://www.apa.org/ed/precollege/topss/ http://www.lebtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJI0K.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/</p>
<p>Unit 4 Conditioning and Learning</p>	<p>Students will demonstrate an understanding of Behaviorism, Historical Background and philosophy of Behaviorism.</p> <p>Students will demonstrate an understanding of: Classical Conditioning; Pavlov, Watson, applications, biological, critique, cognitivist challenge.</p> <p>Students will demonstrate an understanding of: Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge (CR15).</p> <p>Students will demonstrate an understanding of: The Watson/baby Albert experiment.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJI0K.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/</p>

<p>Unit 5 Memory, Cognition, Language, Intelligence, and Creativity</p>	<p>Students will demonstrate an understanding of: Consciousness, Memory, and Language (CR5)</p> <p>Students will demonstrate an understanding of Memory; information processing, storage, retrieval accuracy of memory: Loftus and Schacter.</p> <p>Cognition: Problem solving and heuristics (CR7).</p> <p>Students will demonstrate an understanding of: language; Skinner and Chomsky (CR11 evidence).</p> <p>Students will demonstrate an understanding of episodic memory and recall.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p><u>Introduction to Psychology Gateways To Mind And Behavior.</u> <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollge/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqYJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschoolpreprep.com/ap/psychology/</p>	
<p>Unit 6 Motivation and</p>	<p>Students will demonstrate an understanding of:</p>	

<p>Emotion</p>	<p>Motivation and Emotions (CR8).</p> <p>Motivation Concepts; instincts, drives, optimal arousal.</p> <p>Students will demonstrate an understanding of: Maslow's Hierarchy, hunger and eating disorders, sexuality, and sexual orientation.</p> <p>Students will demonstrate an understanding of: Achievement Motivation; McClelland and the TAT, intrinsic vs. extrinsic motivators.</p> <p>Students will demonstrate an understanding of: Physiology of Emotion: fear, anger happiness.</p> <p>Expression of Emotion: Darwin and Ekman.</p> <p>Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p><u>Introduction to Psychology Gateways To Mind And Behavior.</u></p> <p><u>Supplemental Text: Barron's AP Psychology.</u></p> <p><u>www.collegeboard.org</u></p> <p><u>www.youtube.com</u></p> <p><u>www.classroom.google</u></p> <p><u>www.kahoot.com</u></p> <p><u>https://www.apa.org/ed/precollege/topss/</u></p> <p><u>http://www.lgbthistory.org/course/high-school-lesson-plans-general-lgbtq/</u></p> <p><u>http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqY11QK.dpbs</u></p> <p><u>https://www.verwellmind.com/how-to-learn-about-psychology-2794791</u></p> <p><u>https://www.highschooltestprep.com/ap/psychology/</u></p>	

<p>Unit 7 Development</p>	<p>Students will demonstrate and understanding of Developmental Psychology (CR9).</p> <p>Students will demonstrate an understanding of Methodology; Longitudinal and cross sectional studies, Nature vs. Nature, Maturation vs. Learning.</p> <p>Students will demonstrate an understanding of Influential Theories: Piaget and Cognitive Development.</p> <p>Students will demonstrate an understanding of: Kohlberg and Moral Development, Gilligan and gender differentiation (CR6), infancy, childhood adolescence, and adulthood.</p> <p>Introduction to Psychology Gateways To Mind And Behavior.</p> <p>Supplemental Text: Barron's AP Psychology.</p> <p>www.collegeboard.org</p> <p>www.youtube.com</p> <p>www.classroom.google</p> <p>www.kahoot.com</p> <p>https://www.apa.org/ed/precollege/topss/</p> <p>http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs</p> <p>https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p> <p>https://www.highschoolstprep.com/ap/psychology/</p>	
<p>Unit 8 Personality</p> <p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>The students will demonstrate an understanding of Personality (CR10).</p>	

	<p>Psychodynamic Perspective: Freud, Jung, Adler</p> <p>The students will demonstrate an understanding of Trait Perspective: Allport, factor analysis and the "Five Factor" model, assessment (Myers-Briggs, MMPI-II)</p> <p>The students will demonstrate and understanding of Humanistic Perspective: Maslow and Rogers.</p> <p>Social-Cognitive Perspective: Bandura and Seligman.</p> <p>The students will demonstrate an understanding of Stress and Health; Stress as a concept: Selye, stress and health adjustment.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Introduction to Psychology Gateways To Mind And Behavior. <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topps/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSdVJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/</p>	<p>The students will demonstrate a knowledge of</p>
<p>Unit 9</p>		

<p>Psychological Disorder/Therapy</p>	<p>Abnormal Psychology (CR 12, CR 13).</p> <p>Approaches to abnormality: The Rosehan study, historical approaches (deviance), the medical model, the biopsychosocial model.</p> <p>Classifying disorders: Evolution of the DSM-IV-TR.</p> <p>Major categories of disorders: anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders.</p> <p>Students will demonstrate an understanding Major Approaches to Psychotherapy: psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological.</p> <p>Does therapy work?</p> <p>Eysenck, outcome studies, and the Consumer Reports study.</p> <p>CR 8: Evidence of curricular requirement; the course provides instruction in motivation and emotion.</p> <p>CR 10: Evidence of curricular requirement: The course provides instruction in personality.</p> <p>CR12: Evidence of curricular requirement: The course provides instruction in abnormal psychology.</p> <p>CR 13: Evidence of curricular requirement: The</p>	
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	<p>Course provides instruction in treatment of psychological disorders.</p> <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u> <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://www.lgbthistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqYJlOK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/</p>	
<p>Unit 10 Prosocial and Antisocial Behavior</p>	<p>Suggested Resources <i>Provide links to specific resources/activities</i></p> <p>The students will demonstrate an understanding of Social Psychology (CR 14). Attitudes and Behavior; the students will demonstrate an understanding of: Fundamental attribution error, roles, Festinger and cognitive dissonance.</p> <p>The students will demonstrate an understanding of Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink.</p> <p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials, supplemental videos, presentation of project.</p>	

	<p>The students will demonstrate an understanding of prejudice and scapegoating.</p> <p>Altruism: Darley and Latane' Introduction to Psychology Gateways To Mind And Behavior. <u>Supplemental Text: Barron's AP Psychology.</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://www.lebtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschoolprep.com/ap/psychology/</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>		

Curricular Units

Unit 1: Psychology, Critical Thinking, and Science

Critical Knowledge & Skills	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>Why is psychology considered a science?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint</p>	<p>Students will define the vocabulary terms from the unit.</p>
<p>How did psychology begin?</p>		<p>Outline the chapters of the</p>

<p>What are the major perspectives in psychology?</p>	<p>Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>
<p>What are the strengths and weaknesses of each research method? How are statistics used in psychology?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,

Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections		
NISLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	9.2.8.B.3 Evaluate communication, collaboration, and

<p>leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>
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Unit 2: Brain and Behavior

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
What is biopsychology?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Students will define the vocabulary terms from the unit.

<p>How is the brain anatomy related to behavior?</p> <p>What is the story of Phineas Gage?</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>How does the nervous system function?</p> <p>How do case studies of brain trauma explain localization?</p> <p>What is plasticity?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>

Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 2 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i>	Career Readiness Practices <i>When possible provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i>	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p> <p>Interdisciplinary Connections <i>When possible, provide links to specific EL/24/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i></p>

Refer to: the NJ Student Learning Standards	
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 3: Sensation and Perception/States of Consciousness

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>What is consciousness?</p> <p>What happens while we are dreaming?</p> <p>How is lucid dreaming beneficial?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>

	<p>Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>
<p>How do Various drugs impact consciousness? What is the treatment for addiction?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>

Unit 3 Assessment Plan		
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Tests, Quizzes, Projects</p>

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed.</p>	<p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking</p>

<ul style="list-style-type: none"> c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	
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Unit 3 Connections		
NISIS - Technology	Career Readiness Practices	
<p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and</p>	<p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p>

<p>globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Math: Information logs on experiments</p>
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Unit 4: Conditioning and Learning

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>If/When possible, provide links to specific sample documents/ assignments/ etc.</i>
<p>How do humans learn?</p> <p>What are the similarities and differences between human learning and other animals learning?</p> <p>How do classical and operant conditioning differ?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>

	Summary and analysis of guest speakers Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style
What schedules of reinforcement work best?		
How do superstitions develop?		
How can phobias and addictions be counter conditioned?		

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations 	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. 	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking

Unit 4 Connections	
NISLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>

Refer to the NJ Technology Standards	Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>What is cognition?</p> <p>How does information processing work?</p> <p>How can schemas change with experience?</p> <p>What makes a person an expert?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>How do humans acquire language?</p> <p>What is intelligence?</p> <p>How is intelligence measured?</p> <p>What are various forms of</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>

intelligence?	Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Free response in AP Style
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Unit 5 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides		Tests, Quizzes, Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/documents/assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/documents/assignments/etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 5 Connections		
NJSIS - Technology <i>When possible, provide links to specific samples/documents/assignments/etc. Refer to the NJ Technology Standards</i>		Career Readiness Practices <i>When possible, provide links to specific samples/documents/assignments/etc. Refer to the NJ Career Readiness Practices</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.		
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all		

worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	CRP1. Use technology to enhance productivity.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 6: Motivation and Emotion

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
How are humans motivated? What is the drive reduction theory?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook

<p>How does the Yerkes-Dodson law function?</p> <p>How do intrinsic and extrinsic motivation differ?</p>	<p>Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>
<p>What are primary and secondary emotions?</p> <p>What is love?</p> <p>What are the theories of emotion?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style</p>

Unit 6 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/documents/ assignments/etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit</p>	<p>Tests, Quizzes, Projects</p>

Tickets, Study guides,

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. 	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking

Unit 6 Connections		
NJLS - Technology	Career Readiness Practices	Interdisciplinary Connections
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>		

<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>
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Unit 7: Development

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>(When possible, provide links to specific examples/ documents/ assignments/etc.)</i>
<p>How does biological development work?</p> <p>What are the stages of development?</p> <p>What is Freud's theory of psychosexual development?</p> <p>What is Erikson's theory of psychosocial development?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>

	Videos/Documentaries/Films Summary and analysis of guest speakers	Free response in AP Style
What is Piaget's theory of cognitive development?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	Students will define the vocabulary terms from the unit.
What is Kubler-Ross's theory of death and dying?	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Outline the chapters of the textbook
What is ethnocentrism?	Class Trips to applicable historical sites/monuments	Complete the Barron's questions from the unit.
What is moral relativity?	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Daily classroom activities: experiments, lecture, videos, discussions Free response in AP Style

Unit 7 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 7 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
2. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	2. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

<p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	
Unit 7 Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>	<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available</p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Unit 8: Personality

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>How is personality categorized?</p> <p>What are the major theories of personality?</p> <p>What are the Freudian structures of personality?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>What is trait theory of personality?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>

<p>How do parents influence a child's personality?</p> <p>How are various personality tests similar or different?</p>	<p>Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
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Unit 8 Assessment Plan		
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Tests, Quizzes, Projects</p>

Unit 8 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p>

Unit 8 Connectives	
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJSLS Technology Standards</p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJSLS Career Readiness Practices</p>

<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific EL, A/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p>

<p>globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Math: Information logs on experiments.</p>
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Unit 9: Psychological Disorder/Therapy

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>How can normal and abnormal be defined?</p> <p>What is schizophrenia?</p> <p>What causes schizophrenia?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>What are the treatments for</p>		<p>Students will define the vocabulary terms from the unit.</p>

<p>schizophrenia?</p> <p>What are the causes to make someone a sociopath or psychopath?</p> <p>Why do serial killers kill?</p>	<p>seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>What is the relationship between depression and anxiety?</p> <p>What are the warning signs of suicide?</p> <p>How do the various forms of therapy compare?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>

Unit 9 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 9 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere</p>

<p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 10: Prosocial and Antisocial Behavior

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>What is social psychology?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p>	<p>Students will define the vocabulary terms from the unit.</p>

<p>What are social roles and how do they determine behavior?</p> <p>How do cultural norms vary between areas and societies?</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>
<p>What did the Stanford Prison Experiment reveal about the power of situational roles?</p> <p>What are some examples of teenage conformity?</p> <p>What are the benefits and dangers of obedience?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,

Tests, Quizzes, Projects

Unit 10 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 10 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/</i></p>	

Refer to the 21st Century Life and Skills	assignment/ the assignment/ the Student Learning Standards
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>