

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Psychology

November 2023

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New Milford Board of Education

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New Milford's Mission Statement

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

AP Psychology

11th and 12th Grades

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The course aligns with our district's goals regarding the Vision of a Graduate including the following themes.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze the information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support.

Communication - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in inquiry-based lessons where they will articulate an issue to be addressed and communicate various points of view. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect for one another. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree. Students will learn to empathize with people who have experienced harsh economic and social conditions throughout history.

Growth Mindset - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

Social Awareness - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

Pacing Guide

Unit	Title	Weeks
1	Scientific Foundations of Psychology	4
2	Biological Bases of Behavior	5
3	Sensation and Perception	3
4	Learning	3
5	Cognitive Psychology	2
6	Developmental Psychology	2
7	Motivation, Emotion, and Personality	3
8	Clinical Psychology	3
9	Social Psychology	3

Stage 1 - Desired Results - Unit 1

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
<p>1.2 Differentiate scientific and non-scientific approaches to knowledge</p> <p>2.1 Describe research methods psychological scientists use</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Analyze and interpret quantitative data in all disciplines Evaluate research based-based findings in scientific studies Critique the accuracy of research methods in any study. 	
	<i>Meaning</i>	
<p>2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists</p> <p>2.3 Describe the importance of representative samples in psychological research and the need for replication</p> <p>2.4 Explain how and why psychologists use non-human animals in research</p> <p>2.5 Explain the meaning of validity and reliability of observations and measurements</p>	<p>UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Psychology is empirical. Critical thinking skills is an important foundation for psychological research Psychology is theoretically diverse. Psychology evolves in a socio-historical context. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does the methodology of the research affect the outcome of a study? How do ethical guidelines impact psychological research? What is the mind? How do researchers ascertain causality?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • The progression of psychology from its roots up to modern day. • Psychology's different approaches and theoretical orientations. • The reasons for studying psychology. • Recognize how philosophical and physiological perspectives shaped the development of psychological thought. • The growth of psychological science depends on properly administered research methods. • Correlation does not mean or ensure causation. • The components of an experiment • The three major types of research • The concept of statistical significance • The history and importance of the use of ethics in research • The value of a case study 	<ul style="list-style-type: none"> • Explaining the goals of psychology. • Analyzing the biological, behavioral, cognitive, socio-cultural, humanistic, psychodynamic, and evolutionary perspectives. • Distinguishing between the current approaches to psychology. • Analyzing the subfields of psychology. • Explaining the scientific process • Explaining the difference between descriptive and inferential statistics • Distinguishing the methodological hazards of doing each type of research • Evaluating research and explain the difference between correlation and causation • Explaining common ethical concerns with human and other animal subjects

Code	Evaluative Criteria	Assessment Evidence
A, T	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show evidence that they really understand ...</i>
M	Degree of accuracy of explanations of the history of psychology demonstrates a clear understanding of psychology's evolution from the 19th century to the modern day.	<p>Naturalistic Observation research, one of four research methods they are introduced to, and the importance of clearly delineated operational definitions. This activity gives students first-hand experience with observation research and demonstrates the importance of interrater reliability. Together partners decide on a behavior to observe in the cafeteria (for example, seat selection or food choices). Students are encouraged to come up with behavior to investigate.</p> <p>Goal = With a partner, students design and conduct a naturalistic experiment to be conducted at school. Partners do research separately, collect data separately, then compare results. Examine results of study and compare findings. Partners reflect on why differences exist: due to different operational definitions, time of day, class grade, etc.</p> <p>Role = Researcher</p> <p>Audience = Teacher and peers</p> <p>Situation = Students will conduct their study, then write up their results and conclusions, answering questions that will help them assess the strength of their studies, and the validity and reliability of their conclusions.</p> <p>Product/performance: In-school survey and document explaining results</p> <p>Standards/criteria for judging success = Research report that presents clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability.</p>
A	Degree of accuracy of identification and uses of the four types of research methods.	
M, T	Students are using grammatically/contextually correct psychological terminology within assignments.	
M	Information on obedience and social conformity is psychologically accurate.	
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Operational definitions, survey results, and reflection from naturalistic observation project demonstrate clear understanding and application of methods and how the design can be improved	
M, T	Presented research report clearly describes findings, including challenges faced during the research. Presentation of fundamental information, including outcome of study, and how to improve its validity and reliability.	
T	Presenters are poised—not easily distracted and able to communicate clearly.	
T	Students demonstrate mastery of course material on the Practice and Unit Assessments.	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 1

Code	Pre-Assessment <u>Questions to help complete this portion:</u> A general survey assessing the level of understanding of psychology, including general understanding, preconceiving notions, and what the students expect to be covered.	
	Summary of Key Learning Events and Instruction	Progress Monitoring:
M	Hook: Students play a Unit 1 round of Jeopardy to act as a way to jump into material and as a basis for general survey.	Review results from KWL-like pre-assessment to determine the level of coverage needed.
A	Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.	Monitor student understanding and articulation during class discussions.
A	Teacher will present content slides on the historical perspective and evolution of psychology while students take notes	Regular review of classwork and homework to ensure competency covered and assigned material.
A, M	Students take notes from modules in Myers textbook on early thinkers in psychology. Teacher moderates discussion in which the students explain their answers.	Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.
M, T	Teacher administers a student formative assessment on the history of psychology	Observe level of cooperation and collaboration and provide feedback during group activities
M, T	Teacher will offer FRQ writing strategies while allowing for some variation and originality of student strategies.	
T	Students will proceed to respond with partner collaborated FRQ answers to practice FRQ Test.	
A, M, T	Teacher moderates followup discussion.	
M, T	Students will use psychological/argumentative evidence to modify answers.	
M, T	Teacher organizes students into a human histogram in class to visualize the idea of frequency and the normal curve.	
T	Teacher selects students taking statistics to explain to the class the concept of standard deviation.	
T	Teacher arranges and assigns a Naturalistic Observation for students (in	

	pairs) to conduct and present in front of the classroom	
M, T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
M, T	Students will collaborate to analyze their answers on Progress Check.	
T	Students take unit exam administered by the teacher.	
	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY.</p>	

Stage 1 - Desired Results - Unit 2

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
<p>1.1/2 Identify the parts of a neuron and the major divisions and functions of the human nervous system.</p> <p>1.5 Describe the function of the endocrine glands and their interaction with the nervous system</p> <p>2.2 Describe the interactive effects of heredity and environment</p> <p>2.3 Explain general principles of evolutionary psychology</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain various ways that the physiological makeup of the brain affects individuals' behavior.</p> <p>Analyze various behaviors based on physiological abnormalities.</p> <p>Critically evaluate various theories on sleep, dreams and human growth.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • How can biology influence our behavior and mental processes? • What happens when a particular neurotransmitter is absent from the body? • How do biological and environmental factors interact to influence our behaviors and mental processes? • Psychology is empirical. • Behavior is determined by multiple causes. • Heredity and environment jointly influence behavior. • Our biological rhythms of our sleep influence our daily functioning 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can biology influence our behavior and mental processes? • How do biological and environmental factors interact to influence our behaviors and mental processes? • How can adequate sleep impact mental health?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Structure and function of the neuron • Organization of the nervous system • Hierarchical organization of the structure and function of the brain • Technologies and clinical methods for studying the brain • Structure and function of the endocrine system • How heredity interacts with the environment to influence behavior • How psychological mechanisms are influenced by evolution • The nature of consciousness and the unconsciousness • Explain the stages of sleep • Identify the different theories for the purpose of dreams • Identify the major sleep disorders • Categories of psychoactive drugs and their effects 	<ul style="list-style-type: none"> • Explaining the structure and function of the neuron • Identifying the relationship of the important neurotransmitters and behavior • Describing the central nervous system • Explaining the different mechanisms of our nervous systems • Explaining the functionality of the endocrine system • Describing how evolutionary psychology explains behavior • Distinguishing consciousness from altered states of consciousness • Summarizing types and theories of sleep • Explaining the stages of sleep • Analyzing the different theories of dreams • Analyzing the major sleep disorders

Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<i>Students will show evidence that they really understand ...</i>
		Superheroes brain project
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Students are to create eight (8) superheroes by pretending that it is possible to magnify or diminish the abilities governed in selective sites in the human brain. Students are to analyze how the skills/functions/behaviors of each superhero will be enhanced or diminished based on the structures and locations of the brain which will have been selected. Students will then create fictional writing (newspaper reports, comic book) which details how superheroes interact with each other, and normal people, based on enhanced or diminished skills/functions/behaviors.
M	Formative assessment on neurotransmitters demonstrate understanding of their mechanism and their function	
M, T	Placement, labeling, and descriptions of brain model align with the rubric	
M	Accuracy of Phineas Gage case study summary as well as demonstration of understanding of its importance to the understanding of the function of the brain.	Goal = Demonstrate understanding of function of brain structures, nervous systems, and neurotransmitters.
		role = superhero creator and illustrator
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	audience = teacher and peers
M	Explanations on the biological basis of psychology are psychologically accurate.	Situation = After having viewed read the materials assigned, students make up their set of five superheroes
M, T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Product/performance = Create a superhero encompassing new abilities based on augmentation or destruction of various structures, systems, and neurotransmitters. Product includes a hand-drawn or digital representation of the superhero that reflects their main ability.
		Standards = Physiological deficiencies or excesses for each superhero are clearly described. The powers gained match up and make sense based on the physiological change.

		<p>OTHER EVIDENCE:</p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 2

Code	<p align="center">Pre-Assessment</p> <p>A computer forms assessment to determine how many have taken anatomy, or how many understand the basic brain, nervous, and endocrine systems. This will help determine how much needs to be covered early in the unit.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>M,T Hook: Students have four minutes per round to play Would You Rather, 5 rounds. Each round students must determine from two areas given, which part of brain they would give up. Students have four minutes to work in pairs and collaborate on what they are willing to sacrifice.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on biology and behavior psychology while students take notes.</p> <p>A, M Students read Phineas Gage case study, complete graphic organizer.</p> <p>M, T Students are then to create a new Phineas Gage with a different part of the brain affected. Students are to respond to the prompt with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>A, M Teacher Introduces the parts and function of neurons, while the students take guided notes.</p> <p>A Students explain the function of the principal neurotransmitters, using several web resources provided by the teacher</p> <p>M, T Students apply their knowledge, writing and performing a skit on neurotransmitters in front of their peers, all monitored and evaluated by the teacher</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

M, T	Students write an essay explaining their role in the skit and its importance to the working of the neurotransmission process. The second part of the essay should address neurotransmission issues should one of the other parts stop working. Students should use at least one additional piece of specific psychological/scientific evidence (beyond that found in the documents) relevant to the prompt.	
M, T	Teacher administers a student formative quiz on the role of neurotransmitters	
A	Students take teacher-guided notes, contrasting neurotransmitters and the endocrine system.	
A, M	Students take notes on the genes module. The next day the students discuss findings with teacher and peers.	
A	Teacher shows Ted Talk video on the need for sleep as well as other examples of sleep disorders.	
M, T	Students will complete a graphic organizer comparing the need for sleep and effects of sleep disorders.	
A	Students are assigned notes on dream theories.	
M, T	Students participate in Jigsaw or expert groups to share their findings. Students will analyze writings of various theorists and explain how and why theories differ in essay format.	
M, T	Teacher assigns a sleep project for which students log their sleep patterns and dream summaries for two weeks. Students are to describe a broader psychological context relevant to their dreams.	
T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
T	Students take unit exam administered by the teacher.	

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Stage 1 - Desired Results - Unit 3

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
1.1 Explain the process of sensory transduction 2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities 2.2 Describe the visual sensory system 2.3 Describe the auditory sensory system 2.4 Describe chemical and tactile sensory systems	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Explain the connections between senses and linked areas of the brain.. ● Evaluate the research/methods of scientific/psychological study. ● Explain the ways in which trauma affects individuals' perceptions. 	
	<i>Meaning</i>	
	UNDERSTANDINGS <ul style="list-style-type: none"> ● Psychology is theoretically diverse. ● People's experience of the world is highly subjective. ● Sensations are transduced so our brain can interpret them. ● Although the stimuli may be the same, people perceive differently. ● Perception and behavior are shaped by an individual's culture. ● Not all of our senses require the brain's perception for a response to occur. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do we process the information we receive from our environments? ● How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
<i>Acquisition</i>		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic concepts explaining the capabilities and limitations of sensory processes • The concept of transduction as it relates to our senses. • Interaction of the person and the environment in determining perception • Nature of attention 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Comparing and contrasting sensory and perceptual processes • Explaining sensory processes such as transduction, threshold • Explaining the relevant anatomical parts of the following senses and their purpose:: vision, hearing, smell, taste, and the touch and kinesthetic senses • Explaining optical illusions • Clarifying the perceptual processes for those senses as appropriate • Explaining why we feel pain
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Code	Evaluative Criteria	Assessment Evidence
A, T	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show evidence that they really understand ...</i></p> <p>The mechanisms behind the sensation and perception of our senses.</p> <p>Goal: To research and document how sensory and perception happen for each of our senses, and how differences may lead to different behaviors.</p> <p>Role: Teamwork - two researchers and two illustrators.</p> <p>Audience: Teacher and peers.</p> <p>Situation: Students research, illustrate, describe the function of one of the assigned senses. Groups teach their peers and the audience takes notes.</p> <p>Product/performance = Poster and presentation. Students will also prepare a written analysis of their finds so that elaborate on topic is present.</p> <p>Standards: Accurate illustration and description of the senses, including sensation, transduction, and perception. All the vocabulary given by the teacher must be included in the presentation. Definitions and descriptions are clear and concise for the peers to take notes.</p>
M	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Students are using grammatically/contextually correct psychological terminology within assignments.	
M	Information on sensation and perception is psychologically accurate.	
M	Explanations on sensation and perception are psychologically accurate.	
M, T	Presentations are psychologically focused on sensation and perception.	
M, T	Presenters are poised—not easily distracted and able to communicate clearly.	
M, T	Student presentations accurately depict the function of our senses and provide useful and clear descriptions for their classmates	
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 3

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Teacher will show a demonstration with someone with prosopagnosia (or face blindness) to illustrate the difference between sensation and perception, and that sensations often do not always equal perception.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>M Hook: Teacher plays a sound recording, while students test their own hearing threshold.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present, for students to take notes, definitions and examples of the impact of concepts such as top-down processing, selective attention, and sensory thresholds, and the students</p> <p>A, M Teacher introduces the concepts of <i>sensation</i> and <i>perception</i>, and the students take guided notes.</p> <p>A, M Students try their hand at a variety of sensory stations (touch, taste, vision, smell, hear) where they are to record their findings.</p> <p>M, T Students are to collaborate and analyze their findings as a class and compare them to findings done in other research, using at least two other documented findings per sense.</p> <p>M, T Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.</p> <p>T Students take unit exam administered by the teacher.</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p>	
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Stage 1 - Desired Results - Unit 4

ESTABLISHED GOALS American Psychology Association	<i>Transfer</i>	
1.1 Describe the processes of classical conditioning 1.2 Describe clinical and experimental examples of classical conditioning 2.1 Describe the processes of operant conditioning 2.2 Describe clinical and experimental examples of operant conditioning 3.1 Describe observational learning and social learning theory	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Critically evaluate the research of similar studies. • Develop their ability to read critically and evaluate psychological studies so they can produce counter arguments. • Explain learning behavior from a biological, psychological, and social perspective. 	
	<i>Meaning</i>	
	UNDERSTANDINGS <ul style="list-style-type: none"> • Psychology evolves in a socio-historical and cultural context. • Heredity and environment jointly influence behavior. • Many behaviors can be conditioned with the right reinforcer. • Coping can be both adaptive and maladaptive 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> • How do we learn? • How do our experiences influence our behaviors and mental processes?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Characteristics of learning • Principles of classical conditioning • Principles of operant conditioning • Components of cognitive learning • Roles of biology and culture in determining learning • Methods of coping 	<ul style="list-style-type: none"> • Describing the critical attributes of learning • Describing and analyzing the principles of classical conditioning • Describing and analyzing the principles of operant conditioning • Explaining schedules of reinforcement in operant conditioning • Explaining aversive conditioning • Analyzing classical and operant conditioning as models of learning • Describing principles of cognitive learning • Analyzing the biological constraints on learning • Explaining learned helplessness • Explaining coping skills

Code	Evaluative Criteria	Assessment Evidence
A	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S):
M, T	Student explanation of the impact of advertising on consumer choices correctly applies vocabulary from the conditioning framework of learning.	Learning Video Project
M, T	Video quality and content align with instructions and demonstrate mastery of students' selected type of conditioning.	Students will create a 3-5 minute video in which they both explain one of the models of learning (operant conditioning, classical conditioning, observational learning) but also demonstrate the attempt of said model.
M, T	Written and clear explanation of how some social media fit into the conditioning framework.	Video must include the vocabulary associated with the Learning unit and their relation to the study.
M	Students are using grammatically/contextually correct psychological terminology within assignments.	An analytical essay must accompany the video. Students are to evaluate their attempt and critically analyze their findings. Students should offer suggestions to improve their findings should they make a second attempt.
M	Information on learning is psychologically accurate.	Goal = To reinforce students' understanding of how many behaviors are learned, students produce a video providing an authentic example, using the classical, operant, or observational method.
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Role = Video recorder and documenter, and/or trainer
M	Explanations on learning are psychologically accurate.	Audience = Teacher and peers
M, T	Presentations are psychologically focused on learning.	Situation = Student pairs decide on a method (classical, operant, or observational) and a subject that will learn a new behavior. They train their subject, recording the steps of the learned behavior on videotape. To explain the procedure used and outcome, students may add their voices or provide written (and readable) explanations on the video.
T	Presenters are poised—not easily distracted and able to communicate clearly.	Product/performance = 2 to 4 minute video
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Standards / criteria for measuring = Students videos accurately demonstrate one of the methods of learning, and use the vocabulary indicated in the rubric to describe the approach, method, and outcome.

		<p>OTHER EVIDENCE:</p> <p>Written assignment on social media and classical conditioning</p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 4

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u></p> <p>The pre-assessment will serve as a misconception check. Students are provided with a list of behaviors and are asked to write down which behaviors are examples of learning and which are instinctual, that is, are they dependent on nature or nurture.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>A, M Hook: Classical Conditioning: An All-Purpose Demonstration Using a Toy (Spray Bottle) (apa.com).</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A Teacher will present content slides on classical conditioning and behavior while students take notes.</p> <p>A, M Students will watch a video on classical conditioning and operant conditioning.</p> <p>M, T Students will complete a graphic organizer comparing classical vs. operant conditioning.</p> <p>M, T In groups, the students apply their knowledge to scenarios provided by the teacher, interpreting whether conditioning is classical or operant. They will write short answer responses with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>M, T Students will collaborate together to find examples of classical conditioning experiments and compare/contrast them to operant conditioning experiments.</p> <p>M, T Students are to describe a broader psychological context relevant to the studies. Students will use psychological reasoning to frame the reasoning for the experiments.</p> <p>M, T Students find an example of advertising from a magazine and</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p>explain how conditioning is applied. Students will use psychological reasoning to frame the reasoning for the choice of conditioning.</p> <p>Students use psychological reasoning for selecting a conditioning method (e.g., classical, coperant, observational learning) to frame or structure an experiment on learning.</p> <p>Students work in pairs to collaborate to design, record, analyze and record (video) conditioning experiment.</p> <p>Students will write essay analyzing findings, comparing them to similar studies. Use at least one additional piece of a specific psychological experiment or study. Students are to conclude their essay by using specific and relevant examples of psychological data/evidence to evaluate the success, or lack thereof, of their experiment.</p> <p>Teacher shows students the video “Brain Hacking.” Students produce a written response, describing the mechanisms within the framework of conditioning, as well as their own experience and self-awareness with social media.</p> <p>Students are to describe a broader historical/social context relevant to the prompt.</p> <p>Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.</p> <p>Students take a unit exam administered by the teacher.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board</p>	
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	<p>of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p style="text-align: center;">References</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Rolls, Geoff (2020). Classic Studies in Psychology (Fourth Edition). Routledge, New York, NY.</p> <p>60 Minutes. (2023, June 16). V. YouTube. Retrieved December, 2023, from https://youtu.be/awAMTQZmvPE?si=9STnqpETbADDCj_M</p> <p>Spencer, J. I. (2008). <i>Activity 1 - american psychological association (APA)</i>. Activities. https://www.apa.org/ed/precollege/topss/lessons/activities/conditioning.pdf</p>	
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Stage 1 - Desired Results - Unit 5

ESTABLISHED GOALS American Psychological Association	<i>Transfer</i>	
<p>Content Standard: Language 1.1 Describe the structure of language from the level of speech sounds to communication of meaning</p> <p>Content Standard: Thinking and problem solving 1.1/2 Describe cognitive processes related to concept formation problem solving</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Develop learned memory techniques in all of their endeavors, including at school and later at work. • Analyze research-based studies on memory. • Explain the ways in which memory can be affected in the short term and across lifetimes. • Evaluate the validity and reliability of various intelligence tests. 	
	<i>Meaning</i>	
<p>Content Standard: Memory 1.2 Describe systems of memory</p> <p>Content Standard: Intelligence 1.1/2 Explain intelligence and it various conceptualizations 2.1 Analyze the history of intelligence testing, including historical use and misuse in the context of fairness 3.2 Describe the influences of biological, cultural, and environmental factors on intelligence</p>	<p>UNDERSTANDINGS</p> <ul style="list-style-type: none"> • How we process information • Much of what our brain processes does not reach awareness • Despite more than a century of research, Intelligence is still a theory • The difference between aptitude and achievement tests 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What roles do memory and thinking play in our behaviors? • What is intelligence and how can we study it to understand it? • Is intelligence measurable? • Is the use of intelligence testing ethical?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Models of memory processing, distinguishing encoding, storage and retrieval • The distinction between semantic, episodic, flashbulb, and echoic memory • Nature of intelligence • Nature of intelligence testing • Strategies and obstacles involved in problem solving and decision-making 	<ul style="list-style-type: none"> • Explaining memory processing strategies • Explaining the role of attention in memory processing • Analyzing the types of memory systems • Explaining the different theories that account for memory • Describing the psychological perspective on thought, the units of thought, and the basic types of thought • Analyzing the elements of creativity • Explaining theories of Intelligence • Explaining the application of aptitude, achievement, and interest tests • Comparing and contrast the theories of intelligence • Analyzing the genetic influences on intelligence • Using reliability and validity in testing • Explaining the characteristics of tests of intelligence

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S):
A	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	A Case of Wrongful Conviction Essay: Review Loftus's study on the misinformation effect as it pertains to car accidents. Have students compare this study to Julia Shaw's research on implanted memories.
M	Student understanding of the impact of the use of intelligence scores in criminal trials.	In this project, students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction. Paper should use the concepts/theories learned to explain what went wrong from a psychological perspective.
A	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M	Students are using grammatically/contextually correct psychological terminology within assignments.	GRASPS
M	Students are using grammatically/contextually correct psychological terminology within assignments.	Goal = Students will be able to explain the dangers of misinformation (and their genesis) and how they have played a role in everyday situations such as false convictions. Students should incorporate their understanding of memory models, framing and leading questions, and the reconstructive nature of memory.
M	Information on cognitive psychology is accurate.	Role = researcher, reader and writer
M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Audience = Teacher and classmates
M	Explanations on cognition are psychologically accurate.	Situation = Students read Loftus/Shaw studies and watch videos demonstrating the effects of misinformation. Students are then assigned wrongful conviction cases to research.
T	Essays are psychologically focused on cognitive psychology.	Product/performance = Five paragraph essay, including an introduction with a thesis statement, and a conclusion. At least two pieces of evidence in each body paragraph, including in-text citations in APA format. A works cited page in APA format
T	Students demonstrate mastery of course material on the Practice and Unit Assessments	Standard = Accurate representation of Loftus' study as it pertains to eyewitness testimony. Essays should make one authentic connection to their own experience or expected experience. Essays should demonstrate understanding of memory models, framing, and the reconstructive nature of memory.

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan - Unit 5

Code	Pre-Assessment <u>Questions to help complete this portion:</u> A preliminary assessment will ask students how they study, that is, what methods do they employ to maximize their grades and understanding of covered material. It will also ask them their general beliefs about intelligence. Is being intelligent the same as being smart? Does achievement or aptitude predict success? Can they think of anything else that predicts success?	
	Summary of Key Learning Events and Instruction	Progress Monitoring:
A, M	Hook: Word list memory exercise (class notes). Two rounds to check memorization capacity and potential for false memories.	Review results from KWL-like pre-assessment to determine the level of coverage needed.
A	Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.	Monitor student understanding and articulation during class discussions.
A	Teacher will present content slides on cognition and behavior while students take notes	Regular review of classwork and homework to ensure competency covered and assigned material.
A	Teacher introduces concepts on models of memory, while the students take notes on key concepts.	Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.
A, M	Students work in groups to compare and contrast their own learning strategies. Students will analyze strategies by researching at least one additional piece of psychological evidence.	Observe level of cooperation and collaboration and provide feedback during group activities
M, T	Students read and analyze excerpts on memory strategies from "Moonwalking with Einstein," by Joshua Foer	
M, T	Teacher moderates student-led Socratic Seminar on their own memory and learning strategies they use to prepare for assessments.	
M, T	Students are to support any arguments in response to the prompts using at least two forms of psychological evidence or provide counter arguments which show a clear line of psychologically based reasoning.	
A	Students observe testimony of a car accident, analyzing E. Loftus'	

	theory on witness accuracy. Students watch a video on Julia Shaw's Implanted Memory experiment.	
M	Students will complete a graphic organizer comparing the Loftus and Shaw experiments.	
M, T	Students will write an essay applying memory theories and information on eyewitness testimony to a real world case in which errors in eyewitness testimony or police lineups led to a false conviction.	
M	Students will analyze at least two additional pieces of specific psychological evidence relevant to misinformation and false confessions.	
A, M, T	Students read and analyze the article “Death by IQ: US inmates condemned by flawed tests,” describing a broader historical context relevant to the prompt	
M, T	Students will explain how and why intelligence testing has failed US inmates using psychologically defensible thesis or claim that establishes a line of reasoning.	
A	Teacher provides notes on theories of intelligence.	
M	Students explain their preconceived notions of the nature of intelligence, using psychological reasoning to frame or structure an argument.	
T	Teacher assigns an AP Classroom Progress Check for students to self-assess their understanding of covered content.	
T	Students take a unit exam administered by the teacher.	
	Resources:	

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Aldhous, P. (2012, August 15). Death by IQ: US inmates condemned by flawed tests. <i>New Scientist</i>. https://www.newscientist.com/article/dn22180-death-by-iq-us-inmates-condemned-by-flawed-tests/</p> <p>Foer, J. (2011). <i>Moonwalking with Einstein: The Art and Science of Remembering Everything</i>. Penguin Publishing Group.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>“Julia Shaw on ‘Memory Hackers’ Nova.” <i>YouTube</i>, YouTube, 17 Feb. 2016, www.youtube.com/watch?v=NfPLTtlo2oY.</p> <p>“Loftus and Palmer (1974) Car Crash: IB Psychology Experiment.” <i>YouTube</i>, YouTube, 25 Oct. 2021, www.youtube.com/watch?v=2bLJagblTxI.</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers’ psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p>	
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Content Standard 1: Methods and issues in lifespan development Students are able to (learning targets):</p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</p> <p>1.4 Describe the role of sensitive and critical periods in development</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Critically evaluate differing theories, which explain behavior in various stages of life-long development</p> <p>Evaluate and explain the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.</p> <p>Analyze maturational theories in adolescence, including related family conflicts.</p>	
<p>Content Standard 2: Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) Students are able to (learning targets):</p> <p>2.1 Identify key features of physical development from prenatal through older adulthood</p> <p>2.2 Identify key features of cognitive development from prenatal through older adulthood</p> <p>2.3 Identify key features of social development from prenatal through older adulthood</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Psychology is theoretically diverse.</p> <p>Psychology evolves in a socio-historical context.</p> <p>Behavior is determined by multiple causes.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>Heredity and environment jointly influence behavior.</p> <p>People's experience of the world is highly subjective.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>To what degree is behavior nature versus nurture?</p> <p>To what degree can individuals overcome developmental deficits later in life?</p>

Acquisition		
	<p><i>Students will know...</i></p> <p>Development is a lifelong process</p> <p>Research techniques used to gather data on the developmental process</p> <p>Theories of development</p> <p>Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)</p>	<p><i>Students will be skilled at...</i></p> <p>Distinguishing between maturity and development</p> <p>Explaining the importance of prenatal development and birth</p> <p>Categorizing the different types of development in the different age categories:</p> <p>A. Physical development Mental and linguistic development Emotional development Social development Moral development</p> <p>B. Infancy Childhood Adolescence Adulthood: Young adulthood, middle age, old age</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students demonstrate mastery of course material on the Practice and Unit Assessments	How to Human: Based on the theoretical situation of leaving to colonize Mars, students are to write a letter to their future child. The letter needs to include a description of EACH of the developmental phases covered in the unit. For <u>each</u> phase, BIOLOGICAL, COGNITIVE, and SOCIAL development must be incorporated along with the work of at least one developmental researcher/theorist.
M, T	Students are using grammatically/contextually correct psychological terminology within assignments.	GRASPS
A, M, T	Information on developmental stages is psychologically accurate.	Goal: Students will understand that each stage of life has different challenges.
M	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Role: Researcher
M, T	Explanations on developmental stages and theories are psychologically/contextually correct.	Audience: Teacher and fellow students
T	Justifications for positions in debate are clearly thought out and based on developmental theory.	Situation: Students are researchers who will create a letter designed to explain/analyze different developmental stages and theories.
T	Presentations are psychologically focused on human developmental effects on individuals.	Product: How To Human letter to future child.
T	Presenters are poised—not easily distracted and able to communicate clearly.	Standards for Success: How To Human Rubric.
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan

Code	Pre-Assessment Development Unit general survey assessing the level of understanding of human development, including general understanding, preconceived notions, and what the students expect to be covered.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M Students will take an FRQ test based on material they have not covered.</p> <p>A Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>A, M, T Hook: In order to hook the students at the beginning of the unit, I will ask them to work in groups to decipher Reading Preprimer activity, which deals with language development.</p> <p>A Teacher will introduce class notes through PPT presentations.</p> <p>A, M Students will take notes on PPTs and Unit Modules.</p> <p>A Teacher will introduce The Baby Lab videos.</p> <p>M, T Students will complete Baby Lab study guide and respond to prompt with a psychologically defensible thesis or claim that establishes a line of reasoning.</p> <p>M, T Students will collaborate in two teams to explain, defend and debate arguments if babies are born with morality or not.</p> <p>T Students will read and analyze the findings of various theorists and explain their research on human growth and development</p> <p>M, T Students will write an essay (<i>How To Human</i> project) where they will need to explain different perspectives of Human Growth and Development theories and try to empathize with their future unborn child's feelings.</p> <p>T Students will take AP style test</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>J., & Gray, C. (2001) . The Critical Thinking Companion for Introductory Psychology. New York: Worth Publishers</p> <p>Mudd, J. (2013). 60-Minutes “The Baby Lab” 1 of 2. In <i>YouTube</i>. https://www.youtube.com/watch?v=8LIb22-5Lwg</p> <p>Mudd, J. (2013). 60-Minutes “The Baby Lab” 2 of 2. In <i>YouTube</i>. https://www.youtube.com/watch?v=ntbta0H6uFs</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers’ psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Professor Dave. (2022, March 14). <i>Introduction to developmental psychology: Piaget’s stages</i>. YouTube. https://www.youtube.com/watch?v=eJTlo_MhG3M</p> <p>A Special Primer. (1957).</p>	
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Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Students are able to (learning targets):</p> <p>1.1 Explain how biological and environmental factors interact to influence personality</p> <p>1.2 Explain social-cognitive approaches to understanding personality</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop their critical and evaluative skills while researching methods/theories in order to draw conclusions about human behavior.</p> <p>Develop skills to evaluate sources of various tests in order to critically examine interpretations of human personality, including self-evaluation.</p> <p>Explain personality traits and behavior from biological and sociological perspectives.</p>	
<p>1.3 Explain trait-based approaches to understanding personality</p> <p>Content Standard 2: Assessment of personality</p> <p>Students are able to (learning targets):</p> <p>2.1 Differentiate personality assessment techniques</p> <p>2.3 Analyze how personality researchers address issues of stability and change</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Psychology is theoretically diverse.</p> <p>Psychology evolves in a socio-historical context.</p> <p>Behavior is determined by multiple causes.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>Heredity and environment jointly influence behavior</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do we account for morality in personalities?</p> <p>To what extent is personality changeable and yet constant?</p>

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Motivational concepts</p> <p>The role of biology and learning in motivation and emotion</p> <p>Major theories of motivation</p> <p>Interaction of biological and cultural factors in emotions and motivations</p> <p>The role of values and expectancies in determining choice and strength of motivation</p> <p>Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects</p> <p>Effects of motivation and emotion on perception, cognition, and behavior</p> <p>How to distinguish between personality and personality constructs</p> <p>Personality approaches and theories</p> <p>Assessment tools used in personality</p>	<p>Contrasting the core theories of motivation</p> <p>Explaining theories of interpersonal attraction and love</p> <p>Explaining the characteristics and influences of biological and social motives</p> <p>Elaborating on the characteristics and classifications of emotions</p> <p>Comparing and contrast the core theories of emotions</p> <p>Describing the critical attributes of personality</p> <p>Comparing and contrasting the different theories of personality from the following approaches:</p> <p>Psychodynamic Trait Humanistic Behavior and Social Cognitive</p> <p>Distinguishing between adjustment techniques (defense mechanisms)</p> <p>Identifying the important requirements of personality assessment</p> <p>Elaborating on the different objective personality tests</p> <p>Commenting on the Rorschach and TAT as examples of projective personality tests</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Emotion Poster Project: Students are to select an emotion from a teacher produced list. Students are to create an original poster depicting how each of these three theories would explain our experience of that emotion:
M, T	Information on personality, emotions and motivation is psychologically accurate.	<ol style="list-style-type: none"> 1. James-Lange 2. Cannon-Bard 3. Schachter's Two Factor
M, T	Posters are neat, legible and aesthetically pleasing.	
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	Students are to thoroughly explain their chosen theorist/theory in detail and how each theorist would explain said emotion according to their beliefs. Each explanation must be accompanied with an appropriate life-situation/event which would produce said emotion.
M, T	Explanations on personality, emotions and motivation are psychologically accurate.	
T	Presentations are psychologically focused on personality theories/theorists.	GRASPS
T	Presenters are poised—not easily distracted and able to communicate clearly.	Goal: Students will put together a poster of a personality theorist.
T	Justifications for positions in essay are clearly thought out and based on psychologically sound theory.	Role: Authority on one personality theory
		Audience: Teacher and fellow students
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	Product: Poster showing key ideas and terminology related to personality theory. Written portion will be required for further elaboration.
		Standards for Success: Poster/Project Rubric

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning

Code	Pre-Assessment Learning Unit general survey assessing the level of understanding of learning, including general understanding, preconceived notions, and what the students expect to be covered.	
M, T M, T M, T A A A, M M M, T M, T A M, T T T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Hook: Students will recreate Maslow's Hierarchy of needs using paper cups.</p> <p>Students will modify any disagreements during the exercise.</p> <p>After they have worked as a group, students will individually explain if they agree with their group's final decision or not. They should attempt to support their argument with psychological reasoning.</p> <p>Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>Teacher will introduce class notes through PPT presentations.</p> <p>Students will take notes on PPTs and Unit Modules.</p> <p>Teacher will introduce the Seinfeld "pretzel" video.</p> <p>Students will complete a graphic organizer on two characters from the video, based on their emotions shown. Students will explain the emotions from two different theorists.</p> <p>Students will support their graphic organizer responses using relevant psychological evidence to support their response.</p> <p>Teacher will introduce notes on Personality</p> <p>Students will take two personality tests and then write an essay on whether they agree with the scores/findings or not and be able to</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

	<p>explain how they would interpret their findings.</p> <p>Students will use specific psychological evidence and theories to create poster which applies the findings/theories of different psychologists to their chosen emotion.</p> <p>Students will take APA style Test.</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p><i>Maslow's hierarchy of needs with Paper Cups</i>. tutor2u. (n.d.). https://www.tutor2u.net/psychology/blog/maslows-hierarchy-of-needs-with-paper-cups</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>superawesom12. (2013). Seinfeld-"These Pretzels are making me Thirsty" Scene. In <i>YouTube</i>. https://www.youtube.com/watch?v=yMe7mIRv8UE</p>	
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Stage 1 - Desired Results

Stage 1 - Desired Results		
ESTABLISHED GOALS	Transfer	
	Students will be able to independently use their learning to...	
	Evaluate the strengths and limitations of various approaches to explaining psychological disorders.	
	Explain the ways in which diagnostic labels can have positive and negative consequences on individuals and their social circles.	
Content Standard 1: Perspectives of abnormal behavior Students are able to (learning targets):	Analyze major treatment orientations used in therapy and how those orientations influence therapeutic planning.	
1.1 Define abnormal behavior		
1.2 Describe cross-cultural views of abnormality		
1.5 Explain the impact of psychological disorders on the individual, family, and society		
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will understand that...	Students will keep considering...
Content Standard 2: Categories of psychological disorders Students are able to (learning targets):	Psychology is empirical.	Can a true line be drawn between normal and abnormal?
	Psychology is theoretically diverse.	Do diagnostic categories help or hinder treatment?
2.1 Describe the classification of psychological disorders	Psychology evolves in a socio-historical context.	With regard to psychopathology, where should the line be drawn on legal culpability?
2.2 Describe the challenges associated with diagnosing psychological disorders	Behavior is determined by multiple causes.	
	Perception and behavior are shaped by an individual's culture.	

2.3 Describe symptoms of psychological disorders	Heredity and environment jointly influence behavior.	
	Acquisition	
	<p><i>Students will know...</i></p> <p>Characteristics and origins of abnormal behavior</p> <p>Methods used in exploring abnormal behavior</p> <p>Major categories of abnormal behavior</p> <p>Impact of mental disorders</p> <p>Prominent methods used to treat individuals with disorders</p> <p>Types of practitioners who implement treatment</p> <p>Legal and ethical challenges involved in delivery of treatment</p>	<p><i>Students will be skilled at...</i></p> <p>Explaining the concept behind the DSM (Diagnostic and Statistical Manual of Mental Disorders)</p> <p>Listing the critical attributes of abnormal behavior</p> <p>Contrast models of abnormal behavior: biological psychoanalytical cognitive behavioral socio-cultural legal statistical</p> <p>Distinguishing among the following types of disorders: Anxiety Disorders Mood Disorders Schizophrenia Delusional Disorders Somatoform Dissociative Personality Disorders</p> <p>Elaborating on the attributes of the following types of therapy: Insight Psychodynamic Person-Centered Behavior Cognitive Behavioral Group Marriage and Family Biological</p> <p>Evaluating the effectiveness of psychotherapy</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Analysis: Students are to select a fairy tale and three characters. Rewrite the fairy tale based on selected disorders the character(s) may suffer from with an alternative plot and ending than the original. The paper should be completed with a case history, prognosis, diagnosis (w/ etiology), & treatment options/treatments to be received.</p> <p>GRASPS</p> <p>Goal: Students will put together a poster of a personality disorders and treatment options</p> <p>Role: Researcher on multiple personality theories</p> <p>Audience: Teacher and fellow students</p> <p>Product: Poster showing prognosis, diagnosis, treatment options related to personality disorder</p> <p>Standards for Success: Poster/Project Rubric</p>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	
M, T	Information on mental illness and therapeutic options is psychologically accurate.	
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	
M, T	Explanations on mental illness and therapeutic solutions are psychologically accurate.	
T	Presentations are psychologically focused on mental illness and potential therapy.	
T	Presenters are poised—not easily distracted and able to communicate clearly.	
T	Justifications for diagnosis are clearly thought out and based on DSM5 findings.	
T	Broken Fairy Tale projects are neat, legible and aesthetically pleasing.	
	Students demonstrate mastery of course material	

M	on the Practice and Unit Assessments	
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>

Stage 3 - Learning Plan

Code	<i>Pre-Assessment</i>	
	Survey/quiz assessing the level of understanding of the DSM5.	
A, M, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Hook: Teacher will introduce Wheel of Awareness meditation exercise. Students will meditate and follow instructions in order to complete the worksheet questionnaire on self-awareness or self-knowledge, using clear psychological terminology to answer the prompts</p>	<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>
M, T	<p>Students will collaborate in small groups to research and modify alternative exercises to Wheel of Awareness meditation.</p>	
A	<p>Teacher will Introduce DSM5.</p>	
A, M	<p>Students will complete Exploring the DSM5 Worksheet Quiz.</p>	
A	<p>Teacher will introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit.</p>	
A	<p>Teacher will introduce class notes through PPT presentations.</p>	
A	<p>Students will take notes on PPTs and Unit Modules.</p>	
A	<p>Teacher will introduce Personality Disorder Worksheet.</p>	
A, M, T	<p>Students will determine and explain best possible treatment options for Personality Disorders discussed in assignment.</p>	
M, T	<p>In small groups, students will research and analyze psychological studies that agree and disagree with their findings.</p>	

M, T	Students will find supporting evidence for all studies that is psychologically defensible and establishes a line of reasoning.	
A	Teacher will introduce Case Studies assignment.	
M, T	Students will be divided into six (6) groups and are to create a diagnostic report (interpretation), which applies recommendations for treatment, expected results and second option for treatment.	
T	Students will find supporting evidence for all recommendations that are psychologically defensible and establish a line of reasoning.	
M, T	Students will then present their findings to the class, using psychological reasoning (e.g., analyzation, comparison, critique) to frame or structure their argument.	
A	Teacher will introduce the Broken Fairy Tales project.	
M, T	Students will dissect and analyze a fairytale of their choice and diagnose three (3) characters and their potential personality disorder(s).	
M, T	Students will find supporting evidence for all diagnoses and treatment plan recommendations that are psychologically defensible and establish a line of reasoning.	
T	Their diagnosis and treatment plans will be presented on tri-fold posters.	
T	Students will take APA style Test.	

	<p><u>Resources:</u></p> <p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p><i>Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).</i> American Psychiatric Association. (2013).</p> <p>Hudson, K., & Stearns, R. (n.d.). NMHS AP Psychology Class PowerPoints. New Milford; NMHS.</p> <p>Lenzenweger MF, Lane MC, Loranger AW, Kessler RC. 2007. DSM-IV personality disorders in the National Comorbidity Survey Replication. <i>Biological Psychiatry</i>, 62(6), 553-564.</p> <p>Myers, D. G., & DeWall, C. N. (2021). <i>Updated myers' psychology for the AP course</i> (Third). Bedford, Freeman & Worth High School Publishers.</p> <p>Pennock, Seph F, and Hugo Alberts. "3 Mindfulness Exercises." PositivePsychology.Com B.V, 2019.</p>	
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Stage 1 - Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Students are able to (learning targets):</p> <p>1.1 Describe attributional explanations of behavior</p> <p>1.2 Explain how experiences shape attitudes and beliefs</p> <p>1.3 Explain how attitudes, biases, and beliefs affect behavior and relationships with others</p> <p>Content Standard 2: Social influence</p> <p>Students are able to (learning targets):</p> <p>2.2 Describe how intergroup dynamics influence behavior</p> <p>2.3 Explain how persuasive methods affect behavior and beliefs</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate attitude formation and change, including persuasion strategies and cognitive dissonance.</p> <p>Explain the impact of the presence of others on individual behavior.</p> <p>Critically analyze the structure and function of different kinds of group behavior.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Psychology is empirical.</p> <p>Psychology is theoretically diverse.</p> <p>Perception and behavior are shaped by an individual's culture.</p> <p>People's experience of the world is highly subjective.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>Given an understanding of the power of situations, at what point do we stop holding individuals accountable for evil actions carried out in a social context?</p> <p>What would it take for prejudice and discrimination to be eliminated?</p>

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Social judgment and attitudes</p> <p>Social and cultural categories</p> <p>Social influence and relationships</p>	<p>Elaborating on the parameters of social psychology</p> <p>Explaining the roles of internal vs. external factors in attribution theory</p> <p>Distinguishing important variables of social influence concepts such as conformity, compliance, and obedience</p> <p>Describing the role of social facilitation and leadership in group performance</p> <p>Comparing theories of aggression</p> <p>Elaborating on the role of the bystander effect on altruistic behavior</p> <p>Explaining the role of first impressions in perception</p> <p>Describing the fundamental attribution error</p> <p>Comparing persuasion, cognitive dissonance, and prejudice</p> <p>Grouping terms such as groupthink, group polarization, and social loafing</p>

Code	Evaluative Criteria	Assessment Evidence
M	In-class and chapter notes are clear, cover the material, and are sufficiently reflective where applicable.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
A, M	Students are using grammatically/contextually correct psychological terminology within assignments.	Construct a Campaign: Using the conformity, compliance, and obedience principles, students are to structure a persuasion campaign for a school's administration.
M, T	Information on obedience and social conformity is psychologically accurate.	Students are to provide an essay which explains/justifies their selected principle and how it would be more effective than other principles for their chosen persuasion campaign. Students are to present three arguments for their chosen principle. Each argument should be supported by at least one psychological study.
A, M, T	Students are engaged in class discussion, analyzing their answers in comparison to classmates' answers.	GRASPS
M	Explanations on obedience, social conformity and group dynamics are psychologically accurate.	Goal: Students will create persuasion campaigns based on social theories/constructs
T	Presentations are psychologically focused on social psychology.	Role: Authority on one social behavior theory
T	Presenters are poised—not easily distracted and able to communicate clearly.	Audience: Teacher and fellow students
T	Campaign Presentations/PPTs are neat, legible and aesthetically pleasing.	Product: Videos/TikToks showing key ideas and terminology related to social behavior theories
M	Students demonstrate mastery of course material on the Practice and Unit Assessments	Standards for Success: Poster/Project Rubric

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Passing online AP-style quizzes and tests</p> <p>Passing Free Response Question quizzes</p> <p>Demonstrating a clear understanding of psychological vocabulary and theories in classroom discussions.</p> <p>Passing summative AP Practice Exam</p>
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Stage 3 - Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Quizlet Unit 9 Pretest</p> <p>https://quizlet.com/18841919/test?funnelUUID=41f0b078-2662-48f9-868c-1abf8a02a5e0</p>	
<p>M, T</p> <p>A</p> <p>A</p> <p>M</p> <p>A, M, T</p> <p>A, M</p> <p>M, T</p> <p>M, T</p> <p>M, T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Hook:</i> Teacher will conduct In-Group Bias activity with class and then show <i>A Class Divided</i>. Students will then have to write one paragraph attempting to explain/justify their actions (self-knowledge) and another paragraph attempting to empathize with another student from the other group.</p> <p>Teacher will introduce essential questions for the unit so students know what they should expect to understand by the end of the unit.</p> <p>Teacher will introduce class notes through PPT presentations.</p> <p>Students will take notes on PPTs and Unit Modules.</p> <p>Teacher will show the Stanford Prison Experiment, Stanley Milgram Study, Robbers Cave documentary.</p> <p>Students will complete a graphic organizer comparing and contrasting all three experiments.</p> <p>Students will write an essay based on the prompt: <i>Is man innately evil or do social constructs determine antisocial/brutal behavior?</i> Student work should cite at least two more studies on each experiment which use evidence to corroborate their argument.</p> <p>Students will participate in a Socratic Seminar to discuss essay prompt. Their responses should be psychologically defensible and contain a clear line of reasoning based on their research.</p> <p>Students are to construct a campaign, which justifies their use of social control principles. Campaign should use evidence and psychological defensible reasoning to support their argument.</p> <p>Students will take FRQ test based on <i>A Class Divided</i>.</p>	
		<p>Progress Monitoring:</p> <p>Review results from KWL-like pre-assessment to determine the level of coverage needed.</p> <p>Monitor student understanding and articulation during class discussions.</p> <p>Regular review of classwork and homework to ensure competency covered and assigned material.</p> <p>Grade practice FRQs to ensure formatting, definitions, and applications are applied correctly.</p> <p>Observe level of cooperation and collaboration and provide feedback during group activities</p>

