

New Jersey Core Curriculum Content Standard Area:

Topic/Course: Prologue and Chapter 1 History of Psychology, Perspectives, and Research Methods/Advanced Placement Psychology Grade: 11-12 Date Aug. 2009

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 Whose point of view matters? How present events are relates to past events?</p> <hr/> <p><u>Big Idea</u> Science is a way of thinking about and investigating the world in which we live.</p> <p>5.1.12. B What makes a question scientific?</p> <p>5.1.12.B.C What does safety first demand of us in each setting?</p> <hr/> <p><u>Big Idea</u> Science is a human endeavor. People from many cultures have contributed to the understanding of science.</p> <p>5.2.12.A What do we mean in science when we say we stand upon the shoulders of giants?</p> <p>5.2.12.B How do science and technology</p>	<p><u>Area of Focus</u> History of Psychology, Perspectives, and Research Methods</p> <p><u>Objectives</u> Evaluate the logic, philosophy, and history of Psychology. Evaluate and apply the psychological perspectives. Analyze the research strategies of Psychology and the role of statistics in this psychological research. Compare and contrast the elements that link and separate the biological, behavioral, cognitive and socio-cultural perspectives. Synthesize operational definitions of psychological subfields. Analyze the role of ethics in research and their effect upon professional practices. Evaluate the role of descriptive and inferential statistics in psychological research and how they can be used to either clarify or skew data.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition</i> <i>Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet</p> <p><u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u></p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student's IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p>Writing assignment: Design Your Own Experiment Debate: Ethics of Experimentation</p> <p><u>Benchmark</u> None</p>	<p>2 weeks</p>

<p>influence each other?</p> <hr/> <p><u>Big Idea</u> Science cannot be practiced or learned without appreciation of the role of the mathematics in discovering and expressing natural laws. Tables, graphs, and equations are alternative ways of representing information or relationships, each with advantages and disadvantages.</p> <p>5.3.12.D How do we use mathematics to model objects, events, and relationships in science?</p> <hr/>		<p>Discuss how all views must be appreciated because no one perspective explains all behaviors.</p>			
<p><u>Big Idea</u> Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices</p> <p>9.1.12.B How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps careers?</p> <hr/>					
<p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.A How do I decide or make choices?</p> <p>9.2.12.C How do I best communicate?</p>					

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<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 Whose point of view matters?</p> <p>6.1.12 How present events are relates to past events?</p>	<p><u>Area of Focus</u> Neuroscience and its link to behavior</p> <p><u>Objectives</u> 1. Analyze the structure of a neuron and the process of action potential. 2. Synthesize connection of all major structures of the brain and the links between the Central and Peripheral Nervous Systems. 3. Analyze the electrical and biochemical process of neurotransmission. 4. Evaluate the hierarchical division and subdivisions of the nervous system and their role as the control and communication of the entire body. 5. Analyze the structure and function of the major regions of the brain; recognize the specific functions of the lobes as well as the influence on brain functions by the left and right hemispheres. 6. Evaluate how research and technology have provided methods to analyze brain behavior and disease. 7. Synthesize the link between the endocrine glands to the nervous system.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet http://faculty.washington.edu/chudler/neurok.html- Neuroscience for Kids http://www.stanford.edu/group/hopes/basics/brainut/ab1.html- The Stanford Hopes Brain Tutorial Film <i>Awakenings</i> <u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u> Discuss how physiologically we are all more similar than we are different.</p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student's IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions Labeling the areas of the brain</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p><u>Benchmark</u> None</p>	<p>2 weeks</p>
<p><u>Big Idea</u> Science is a human endeavor. People from many cultures have contributed to the understanding of science.</p> <p>5.2.12.A What do we mean in science when we say we stand upon the shoulders of giants?</p> <p>5.2.12.B How do science and technology influence each other?</p>					
<p><u>Big Idea</u> The flow of energy drives processes of change in all biological, chemical, physical and geological systems. The conversation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems</p> <p>5.7.12.B How do we know things have energy?</p> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be</p>					

functional members of society.

9.2.12.C
How do I best communicate?

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<p>processes can be applied to improving human health and well being</p> <p>5.5.12.C How does the understanding of the manipulation of genetics, reproduction, development, and evolution affect?</p> <hr/> <p><u>Big Idea</u> The flow of energy drives processes of change in all biological, chemical, physical and geological systems. The conservation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems</p> <p>5.7.12.B How do we know things have energy?</p> <hr/> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.C How do I best communicate? 9.2.12.C Why do I need to be accountable?</p>	<p>development. Evaluate the role of critical periods and sensitive periods to human development and the detrimental effects caused by lack of stimulation. Apply the stages of developmental theory by Kohlberg and Erikson to look at personality, social development, and morality. Evaluate the role of Feral Children through the case studies of Victor and Genie in relation to the theory of nature via nurture.</p>	<p>Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u> Revisit the discussion on how physiologically we are all more similar than we are different.</p>			
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<p>conservation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems.</p> <p>5.7.12.B How do we know things have energy?</p> <hr/> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.C How do I best communicate?</p> <p>9.2.12.C Why do I need to be accountable?</p>		<p>DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u> Discuss how although many people may experience the same sensations their perceptions can be radically different.</p>			
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Why do I need to be accountable?

Diversity
Discuss how some cultures use psychoactive drugs for cultural ceremonies.

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<p>9.2.12.B Why do I need to be accountable?</p> <p>9.2.12.C How do I best communicate?</p>	<p>term memory. Evaluate the three major theories of forgetting and their connections to theories on how we learn. Analyze the importance of retrieval cues and the role of interference in the process of retrieval. Evaluate the biological connections of memory through the analysis of the brain structures most important to memory.</p>	<p>Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u> Discuss the common learning styles that occur across not only in other cultures but across species.</p>			
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<p>How do I best communicate?</p>	<p>of current standardized testing. Evaluate how personality and intelligence may be influenced by heredity and environment. Evaluate the relationship between intelligence and the use of cognitive skills and strategies. Evaluate the effect of aging on crystallized versus fluid intelligence.</p>	<p>Life Skills English</p> <p><u>Diversity</u> Discuss the universality of language acquisition.</p>			
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How do I best communicate?		DVD/VCR Player Internet Access Smart Board <u>Interdisciplinary Connections</u> Science Life Skills English <u>Diversity</u> Discuss the universality of facial expressions			
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Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 Whose point of view matters?</p> <p>6.1.12 How present events are relates to past events?</p> <hr/> <p><u>Big Idea</u> Science is a human endeavor. People from many cultures have contributed to the understanding of science.</p> <p>5.2.12.A What do we mean in science when we say we stand upon the shoulders of giants?</p> <p>5.2.12.B How do science and technology influence each other?</p> <hr/> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.D</p>	<p><u>Area of Focus</u> Personality Psychology</p> <p><u>Objectives</u> Evaluate the explanations of personality formation offered by theories from the psychodynamic, humanistic, behavioral, and social cognitive perspectives. Evaluate, through the use of case studies and experiential exercises, how different defense mechanisms affect an individual’s healthy versus unhealthy coping capabilities. Analyze the role of personality constructs as a framework for organizing behavioral phenomena. Synthesize the divergent characteristics that define psychoanalytic, cognitive-behavioral, humanistic, and trait approaches. Evaluate the applicability objective and projective techniques of personality assessment.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis Debate personality assessment perspectives Complete personality self-analysis</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition</i> <i>Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet Film</p> <p><u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills</p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student’s IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p><u>Benchmark</u> None</p>	<p>2 weeks</p>

How do family, school, community, and workplace influence and individual's character and ethics?

English
Diversity
Discuss the different traits that are expressed in individualist versus collectivist cultures

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<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 Whose point of view matters?</p> <p>6.2.12 <u>How present events are relates to past events?</u></p> <p><u>Big Idea</u> Science is a human endeavor. People from many cultures have contributed to the understanding of science.</p> <p>5.2.12.A 5.2.12.B What do we mean in science when we say we stand upon the shoulders of giants? How do science and technology influence each other?</p>	<p><u>Area of Focus</u> Psychological Disorders and Therapy</p> <p><u>Objectives</u> Synthesize an operational definition for behavior to qualify as abnormal. Evaluate the portrayal of psychological disorders in popular culture films in comparison to illustrations provided in case study. Evaluate the importance of context in the formation of judging abnormal behavior. Evaluate major explanations for the origins of abnormality. Evaluate the applicability of different research methods in exploring abnormal behavior. Synthesize the major categorical differences of abnormal behavior through the discussion of causes, symptoms and challenges associated with anxiety disorders, mood disorders, dissociative disorders, somatoform disorders, schizophrenic disorders, sleep disorders, and other “personality” disorders. Evaluate the positive and negative effects of labeling during the diagnostic process; addressing the issue of stigmas while still offering quality treatment. Evaluate the availability and appropriateness of various modes of treatment for people with psychological disorders. Analyze characteristics of effective treatment and prevention.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis View and analyze films to identify different disorders. Analyze “Tom” the graduate student/depression patient to understand the dangers of labeling. Discuss Rosenhan’s experiment to further discuss labeling.</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition</i> <i>Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet <i>The Brian</i> video series Film/Clips <i>Dark Knight</i> <i>One Flew Over the Cuckoo’s Nest</i> <i>High Anxiety</i> <i>As Good As It Gets</i> <i>Identity</i> <i>Fight Club</i></p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student’s IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p><u>Benchmark</u> None</p>	<p>3-4 weeks</p>

	<p>Synthesize the characteristics that differentiate therapists through the analysis of different methodology and preconceptions.</p> <p>Evaluate the burden placed upon society for the care of the mentally ill and the challenges relating to mental health services.</p>	<p><i>A Beautiful Mind</i> <i>Sybil</i> <i>Silence of the Lambs</i> <i>Natural Born Killers</i></p> <p><u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p> <p><u>Diversity</u> Discuss how certain disorders are culturally specific.</p>			
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<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 How present events are relates to past events?</p> <hr/> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.A How do I decide or make choices</p> <p>9.2.12.C How do I best communicate</p>	<p><u>Area of Focus</u> Stress and Health Psychology</p> <p><u>Objectives</u> Evaluate subjectivity of major sources of stress along with their corresponding physiological effects. Synthesize the appropriateness of cognitive strategies used to deal with stress and promote health. Summarize “flow”, and discuss the concepts related to positive psychology, including optimism and the ideas of reaching potential/living your best life – achieving optimal experience.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities</p> <p>Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition</i> <i>Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet</p> <p><u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access Smart Board</p> <p><u>Interdisciplinary Connections</u> Science Life Skills English</p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student’s IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p><u>Benchmark</u> None</p>	<p>1 week</p>

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<p><u>Big Idea</u> The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to study of the contemporary and past peoples, places, issues and events.</p> <p>6.1.12 How present events are relates to past events?</p> <hr/> <p><u>Big Idea</u> All students will demonstrate critical life skills in order to be functional members of society.</p> <p>9.2.12.A How do I decide or make choices</p> <p>9.2.12.C How do I best communicate</p>	<p><u>Area of Focus</u> Social Psychology</p> <p><u>Objectives</u> Evaluate the factors that contribute to attributions and how they affect our explanations of our own behavior and the behavior of others. Evaluate the essential components to attitude formation. Evaluate the power of social situations to affect the behavior of individuals. Analyze the process of schema development and its relationship to how attributions affect explanations of behavior. Evaluate the effectiveness of current methods used to change attitudes. Evaluate the effect of basic social and cultural categories on the expression of behaviors.</p>	<p><u>Activities</u> Power Point Lecture Socratic Seminar Discussion Note taking Collaborative learning activities Jig-Saw KWL Role Play Debate Think-Pair-Share Visual Metaphors Bumper Sticker Jeopardy style review Case study analysis Student Run Experiments Asch Conformity study</p> <p><u>Materials</u> <i>Discovering Psychology</i> Video Series <i>Psychology 6th Edition</i> <i>Study Guide</i> <i>Psychology 6th Edition</i> Power Points Teacher Made Power Points Teacher Made Review Sheet Film/Clips <i>The Wave</i> <i>12 Angry Men</i> <i>Quiet Rage</i> (Stanford Prison Study) <i>Obedience</i>(the Milgram Experiment) <i>The Milgram Experiment Revisited</i> ABC Special</p> <p><u>Technology</u> Laptop Projector Overhead Projector Power Point Television DVD/VCR Player Internet Access</p>	<p>Printout of teacher-made notes Printout of slides Use of computer to answer questions Incorporation of differentiated/modified instruction as per student's IEP plan For those students who finish early they can work on the marking period challenge assignment: Case study Analysis</p>	<p><u>Formative</u> Weekly performance Grade Complete Guided Reading for Chapter Complete Review Sheets Class Discussions</p> <p><u>Summative</u> Multiple Choice Quiz Multiple Choice and Essay Test</p> <p><u>Benchmark</u> Final Exam</p>	<p>2 weeks</p>

Smart Board

Interdisciplinary Connections

Science
Life Skills
English

Diversity

Discuss how the Fundamental Attribution Error can be seen across cultures and can be affected by stereotypes and heuristics.