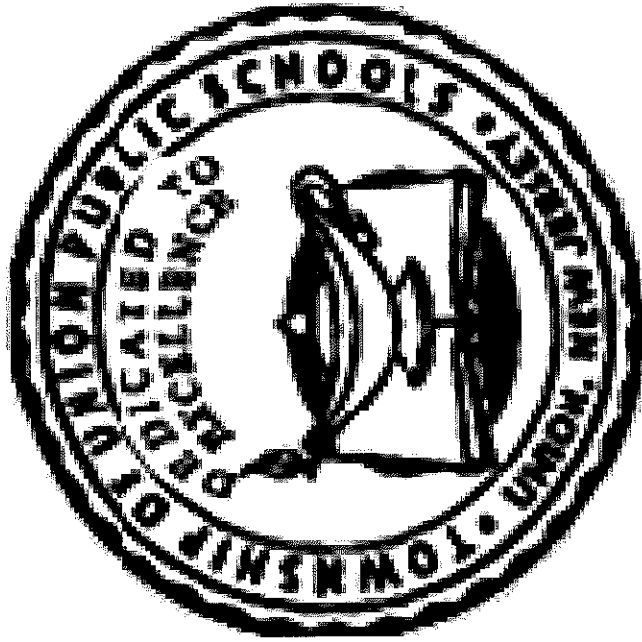
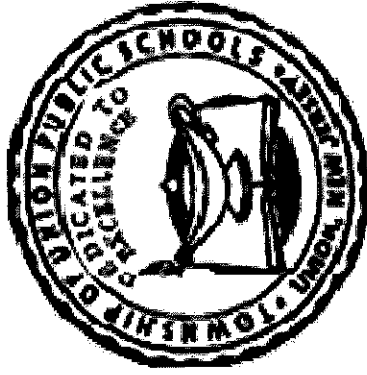


TOWNSHIP OF UNION PUBLIC SCHOOLS



**SS380 Advanced Placement Psychology
Curriculum Guide 2015**

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

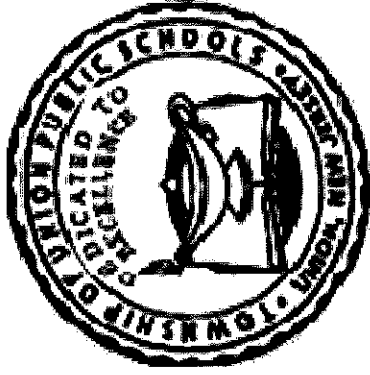
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent	Mr. Martin Tatum
Assistant Superintendent	Dr. Noreen Lishak
Director of Curriculum K-12	Dr. Noreen Lishak
Director of Student Information/Technology	Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses	Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 Mr. Robert Ghiretti

Mathematics/Science 3-5 Ms. Terri Mathews

Elementary Pre K-2 (All Subjects) Ms. Maureen Corbett

Guidance K-12/SAC Ms. Nicole Ahern

Language Arts/Library Services 7-12 Ms. Mary Malyska

Math 7-12.....Mr.Jason Mauriello

Science 6-12.....Ms. Maureen Guilfoyle

Social Studies/Business 7-12.....Ms. Libby Galante

World Language/ESL/Career Education/G&T/Technology.....Ms. Yvonne
Lorenzo

Art/MusicMr. Ronald
Rago

**Curriculum Committee
Mr. Nathan Surget**

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

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

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

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

Recommended Textbooks

Coon, Dennis.

Introduction To Psychology Gateways To Mind And Behavior. (2010: 12th edition Wadsworth)

Supplemental Text: Barron's AP Psychology. (2014. 6th edition Barron's Educational Services)

40 Studies That Changed Psychology. (2005: Pearson Prentice Hall)

Course Proficiencies

1. All students must be able to answer multiple choice questions at a rate of 30 seconds per question.
2. All students must be able to write free responses in the college board style.
3. Incorporate new vocabulary in written work.
4. All students will be able to write about how physiological changes affect behavior.
5. All students must demonstrate research skills through case studies.
6. All students must analyze data from psychology experiments.
7. All students must be able to develop skills necessary to evaluate behavior.
8. All students must be able to develop, identify, and explain the similarities and differences in personality theories.
9. All students must be able to differentiate among the plethora of mental illnesses.
10. All students must be able to describe in writing the experiments of social psychology

Curriculum Units

Unit 1: History and research methods

Unit 2: Biopsychology

Unit 3: Sensation and Perception

Unit 4: Learning

Unit 5: Cognition

Unit 6: Motivation and emotion

Unit 7: Development

Unit 8: Personality theory

Unit 9: Abnormal Psychology

Unit 10: Social Psychology

Pacing Guide – Course

Content	Number of Days
Unit 1: History and research methods	18
Unit 2: Biopsychology	18
Unit 3: Sensation and perception	18
Unit 4: Learning	18
Unit 5: Cognition	18
Unit 6: Motivation and emotion	18
Unit 7: Development	18
Unit 8: Personality theory	18
Unit 9: Abnormal psychology	18
Unit 10: Social psychology A minimum of one week will be left for AP exam preparation.	18

Unit 1: History and Research Methods

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of: Scope, History, and Methodology [CR1] Historical Schools: Functionalism vs. Structuralism</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	<p>N/A</p>
2.	<p>Students will demonstrate an understanding of: Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i></p>	

	<p>Supplemental videos</p> <p>Presentation of project</p>	
<p>3.</p>	<p>Students will demonstrate an understanding of:</p> <p>Nature of Scientific Inquiry: Sources of bias and error</p> <p>Research Methods: Introspection, observation, survey, psychological testing, controlled experiments [CR2]</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>
<p>4.</p>	<p>Students will demonstrate an understanding of:</p> <p>Statistics: Central tendency, variance, significance, correlation</p> <p>Ethics in Research: Human participants, animal subjects [CR16]</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary</p>

		materials	
		Supplemental videos	
		Presentation of project	

Unit 2: Biopsychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Neuroscience [CR3]</p> <p>Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A

<p>2.</p>	<p>Students will demonstrate an understanding of: Brain: Research methodology, neuroanatomy, brain development and aging,</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<p>3.</p>	<p>. Students will demonstrate an understanding of: hemispheric specialization.</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	

<p>4.</p>	<p>Students will demonstrate an understanding of: Nervous System: Structural and functional organization</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>
<p>5.</p>	<p>Students will demonstrate an understanding of: Endocrine System: Anatomy, HPA-axis, and immune system Genetics and Heritability</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i></p>

	Presentation of project
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Unit 3: Sensation and Perception

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Psychophysics: Thresholds (absolute, difference, Webers constants), signal detection theory</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>Sensory Organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive (including kinesthetic and vestibular)</p>	<p>Situational experiments and demonstrations.</p>	

		<i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i>	
<p style="text-align: center;">3.</p>	<p>Students will demonstrate an understanding of: Perception: Attention, processing, illusions (including Gestalt psychology), and camouflage</p>	<i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i>	

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Behaviorism</p> <p>Historical Background and Philosophy of Radical Behaviorism</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>Classical Conditioning: Pavlov, Watson, applications, biological critique, cognitivist challenge</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p>	

<p><i>Presentation of project</i></p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	<p>Students will demonstrate an understanding of: Operant Conditioning: Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge [CR15]</p>	<p>3.</p>
<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	<p>Students will demonstrate an understanding of: The Watson/ baby Albert experiment</p>	<p>4.</p>

		Supplemental videos	
		Presentation of project	

Unit 5: Cognition

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Students will demonstrate an understanding of: Consciousness, Memory, and Language [CR5]	Situational experiments and demonstrations. Utilization of ancillary materials Supplemental videos Presentation of project	N/A

<p style="text-align: center;">2.</p>	<p>Students will demonstrate an understanding of: Memory: Information processing, storage, retrieval Accuracy of Memory: Loftus and Schacter Cognition: Problem solving and heuristics [CR7]</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i></p>	
<p style="text-align: center;">3.</p>	<p>Students will demonstrate an understanding of: Language: Skinner and Chomsky CR11Evidence</p>	<p><i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i></p>	

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>4.</p>	<p>Students will demonstrate an understanding of: Eposodic memory and recall</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	

Unit 6 :Motivation and Emotion

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Motivation and Emotions [CR8]</p> <p>Motivational Concepts: Instincts, drives, optimal arousal</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>Maslows hierarchy</p> <p>Hunger and Eating Disorders</p> <p>Sexuality and Sexual Orientation</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p>	

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>3.</p>	<p>Students will demonstrate an understanding of: Achievement Motivation: McClelland and the TAT, intrinsic versus extrinsic motivators</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>4.</p>	<p>Students will demonstrate an understanding of: Physiology of Emotion: Fear, anger, happiness Expression of Emotion: Darwin and Ekman Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		Supplemental videos Presentation of project	
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Unit 7: Development

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Students will demonstrate an understanding of: Developmental Psychology [CR9]	Situational experiments and demonstrations. Utilization of ancillary materials Supplemental videos	N/A

		<i>Presentation of project</i>	
2.	<p>Students will demonstrate an understanding of: Methodology: Longitudinal and cross-sectional studies Nature vs. Nurture (maturation versus learning)</p>	<i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i> <i>Supplemental videos</i> <i>Presentation of project</i>	
3.	<p>Students will demonstrate an understanding of: Influential Theories: Piaget and cognitive development, Freud and psychosocial development,</p>	<i>Situational experiments and demonstrations.</i> <i>Utilization of ancillary materials</i>	

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>4.</p>	<p>Students will demonstrate an understanding of: Kohlberg and moral development, Gilligan and gender differentiation [CR6] Infancy, Childhood, Adolescence, and Adulthood</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	

Unit 8: Personality Theory

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Personality [CR10]</p> <p>Psychodynamic Perspective: Freud, Jung, Adler</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>Trait Perspective: Allport, factor analysis and the five-factor model, assessment (Myers-Briggs, MMP1-I)</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		<p>Supplemental videos</p> <p>Presentation of project</p>	
<p>3.</p>	<p>Students will demonstrate an understanding of: Humanistic Perspective: Maslow and Rogers Social-Cognitive Perspective: Bandura and Seligman</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	
<p>4.</p>	<p>Students will demonstrate an understanding of: Stress and Health Stress as a Concept: Selye Stress and Health Adjustment</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary</p>	

		materials	
		Supplemental videos	
		Presentation of project	

Unit 9: Abnormal Psychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Abnormal Psychology [CR12, CR13]</p> <p>Approaches to Abnormality: The Rosenhan study, historical approaches (deviance), the medical model, the biopsychosocial model</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p>	N/A

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>2.</p>	<p>Students will demonstrate an understanding of: Classifying Disorders: Evolution of the DSM-IV-TR Major Categories of Disorders: Anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>3.</p>	<p>. Students will demonstrate an understanding of: Major Approaches to Psychotherapy: Psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary</i></p>	

Unit 10: Social Psychology

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Students will demonstrate an understanding of:</p> <p>Social Psychology [CR14]</p> <p>Attitudes and Behavior</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p> <p>Supplemental videos</p> <p>Presentation of project</p>	N/A
2.	<p>Students will demonstrate an understanding of:</p> <p>Fundamental attribution error, roles, Festinger and cognitive dissonance</p>	<p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials</p>	

		<p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>3.</p>	<p>Students will demonstrate an understanding of: Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p> <p><i>Supplemental videos</i></p> <p><i>Presentation of project</i></p>	
<p>4.</p>	<p>Students will demonstrate an understanding of: Prejudice and Scapegoating Altruism: Darley and Latané</p>	<p><i>Situational experiments and demonstrations.</i></p> <p><i>Utilization of ancillary materials</i></p>	

		<p>Supplemental videos</p> <p>Presentation of project</p>	
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One week will be left to review for the AP Exam and take practice tests.

New Jersey Core Curriculum Content Standards currently do not include Psychology

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
<u>Content and Organization</u>	May lack opening and/or closing Minimal response to topic; uncertain focus	May lack opening and/or closing Attempts to focus May drift or shift focus	May lack opening and/or closing Usually has single focus	Generally has opening and/or closing Single focus	Opening and closing Single focus Sense of unity and coherence Key ideas developed	Opening and closing Single, distinct focus Unified and coherent Well-developed
<u>Usage</u>	No apparent control Severe/ numerous errors	Attempts organization Few, if any, transitions between ideas Details lack elaboration, i. e., highlight paper	Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details	Ideas loosely connected Transitions evident Uneven development of details	Moderately fluent Attempts compositional risks Details appropriate and varied	Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/ or pertinent

Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization	<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		Usage	Sentence Construction	Mechanics	
	<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 		

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.