

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ADVANCED PLACEMENT PSYCHOLOGY--4364

School..... Westfield High School
Department Social Studies
Length of Course Full year
Credit 5.0
Grade Level 11 and 12
Prerequisite Successful completion of previous
years' Social Studies course
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

AP Psychology is designed to give eleventh and twelfth grade students the opportunity to pursue a college-level course and to receive university credit and/or appropriate university placement for their performance on the Advanced Placement Examination. AP Psychology is a detailed and demanding overview of the field of psychology and requires a high degree of commitment and independent learning. Both instruction and assessment are achieved through a variety of means. Students will study topics that reflect the diversity of the field and offer a sound introduction to psychological theory. Upon completion of the course, students will be better prepared to pursue more advanced topics in psychology and other related social sciences.

II. OBJECTIVES

The following objectives align with the NJ Student Learning Standards in Social Studies. These objectives also align with the NJ Student Learning Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects, NJ Student Learning Standards for Technology, and 21st Century Life & Careers.

Students:

- A. Demonstrate subject knowledge of all content areas considered to be part of a one year college introduction psychology course

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.11-12.2, RH.11-12.5, WHST.1112.1a-e, WHST.11-12.2a-f, WHST.11-12.9

NJ Student Learning Standards for ELA SL.11-12.1a-d

- B. Develop critical thinking skills through careful and objective evaluation of psychological research, concepts, and theory

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

C. Employ the skills of social science research and writing through writing and the interpretation, evaluation and analysis of psychological theory

NJ Student Learning Standards for Social Studies 6.1

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7, WHST.11-12.1a-e, WHST.11-12.2a-f

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Life & Careers 9.1

D. Practice high ethical standards and sensitivity in applying the principles of psychology to themselves, people, and other organisms

NJ Student Learning Standards for Social Studies 6.2

NJ Student Learning Standards 21st Century Life & Careers 9.1

E. Recognize and show mutual respect for people of/different races, ages, sex, religions, affectional orientations, socioeconomic situations, physical issues and disabilities, national origins, and mental illness

NJ Student Learning Standards for Social Studies 6.2

NJ Student Learning Standards for World Languages 7.1

NJ Student Learning Standards 21st Century Life & Careers 9.1

F. Develop the skills and content necessary to perform successfully on the AP Psychology Exam

NJ Student Learning Standards for Social Studies 6.1

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7,

WHST.11-12.1a-e, WHST.11-12.2a-f

G. Demonstrate advanced research skills by utilizing print and electronic resources and determining the validity and relevance of such resources

NJ Student Learning Standard for Social Studies 6.3

NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7, WHST.11-12.1a-e, WHST.11-12.2a-f

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Life & Careers 9.1

H. Interpret and analyze data, graphs and charts in order to draw conclusions and solve problems related to course content.

NJ Student Standards for Social Studies 6.1, 6.2 6.3

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7

NJ Student Learning Standards for Visual & Performing Arts 1.2

NJ Student Learning Standards for Technology 8.1

III. CONTENT, SCOPE, AND SEQUENCE

The content and scope of the AP Psychology course follows the course description provided by the College Board Advanced Placement Program. The field of psychology inherently includes the discussion of human diversity, including differences in race, ethnicity, culture, gender, abilities, and sexual orientation, thinking styles, personalities and age. A particular emphasis will be placed on diversity issues in the following units: Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. A significant goal of the course is to help students understand, identify, and work to discourage stereotyping, prejudice, discrimination and intolerance.

Methods, Approaches and History (suggested time 2 weeks)

Essential Question:

Why is Psychology a more challenging science to apply than the physical sciences of Chemistry, Physics etc.?

Content Outline:

1. logic, philosophy, and the history of science
2. approaches
 - a. biological
 - b. behavioral
 - c. cognitive
 - d. humanistic
 - e. psychodynamic
 - f. sociocultural
3. experimental, correlational, and clinical research
4. statistics
 - a. descriptive
 - b. inferential
5. ethics in research

A. Biological Bases of Behavior (suggested time 2 weeks)

Essential Question:

What is the difference between the brain and the mind?

Content Outline:

1. neuroanatomy
2. functional organization of the nervous system
3. neural transmission
4. endocrine system
5. genetics
6. evolutionary psychology

B. Sensation and Perception (suggested time 2 weeks)

Essential Questions:

What is the difference between sensation and perception? How do they interact?

Content Outline:

1. thresholds
2. sensory mechanisms
3. receptor processes
4. sensory adaptation
5. attention
6. perceptual processes

C. States of Consciousness (suggested time 1 week)

Essential Question:

Can we define consciousness and what is its purpose?

Content Outline:

1. sleep and dreaming
2. hypnosis
3. psychoactive drug effects

D. Learning (suggested time 1.5 weeks)

Essential Question:

How complex is human and animal learning?

Content Outline:

1. biological factors
2. classical conditioning
3. operant conditioning
4. cognitive processes in learning

E. Memory (suggested time 2 weeks)

Essential Questions:

How do we know that our memories are more than snapshot representations of our past experiences? What are the most and least effective means of enhancing memory?

Content Outline:

1. encoding
2. storage
3. recall
4. biology of memory
5. forgetting
6. special issues in memory

G. Language (suggested time 0.5 weeks)

Essential Question:

How are thought and language intertwined?

Content Outline:

1. structure of language
2. language thought and culture
3. animal thought and communication

H. Cognition (suggested time 1 week)

Essential Question:

How rational are we in solving problems and making decisions?

Content Outline:

1. problem solving
2. creativity
3. decision making

I. Intelligence Testing and Individual Differences (suggested time 2 weeks)

Essential Questions:

What mental abilities are important in determining human achievement and success? How do nature and nurture interact in determining our intelligence?

Content Outline:

1. standardization and norms
2. reliability and validity
3. types of tests
4. ethics and standards in testing
5. intelligence
6. heredity/environment and intelligence
7. human diversity and culture fair assessments

J. Motivation and Emotion (suggested time 1.5 weeks)

Essential Question:

What role do motives and emotions play in pushing humans to act?

Content Outline:

1. biological bases
2. theories of motivation
3. hunger, thirst, sex, and pain
4. social motives
5. theories of emotion

K. Developmental Psychology (suggested time 1.5 weeks)

Essential Question:

How does our cognition and morality change from infancy to adulthood?

Content Outline:

1. life span approach
2. research methods
 - a. longitudinal
 - b. cross-sectional
3. heredity-environment issues
4. developmental theories
5. dimensions of development
 - a. physical
 - b. cognitive
 - c. social
 - d. moral
6. sex roles and sex differences

L. Personality and Personality Testing (suggested time 2 weeks)

Essential Question:

How do different approaches within psychology explain the origin of personality and attempt to measure and/or describe it?

Content Outline:

1. personality theories and approaches
2. research methods (e.g., idiographic, nomothetic)
3. assessment techniques
4. self-concept, self-esteem
5. growth and adjustment

M. Stress (suggested time 1 week)

Essential Question:

Why do humans, but not zebras get ulcers: to what extent do psychological factors impact physiological health?

Content Outline:

1. sources of stress
2. measuring stress the Social Readjustment Rating Scale (SRRS)
3. sources of and resolutions to conflict
4. resilience and hardiness
5. psychoimmunology
6. extreme stress, Post Traumatic Stress Disorder (PTSD)

N. Abnormal Psychology (suggested time 1.5 weeks)

Essential Question:

What standards do mental health professionals use to describe behavior as “abnormal”?

Content Outline:

1. definitions of abnormality
2. theories of psychopathology
3. diagnosis of psychopathology
4. anxiety disorders
5. somatoform disorders
6. mood disorders
7. schizophrenic disorders
8. organic disorders
9. personality disorders

O. Treatment of Psychological Disorders (suggested time 0.5 week)

Essential Question:

What are the differences between various therapeutic approaches in terms of their goals, treatment techniques, and view of the origin of psychological disorders?

Content Outline:

1. treatment approaches
 - a. insight therapies: psychodynamic/phenomenological approaches
 - b. behavioral approaches
 - c. cognitive approaches
 - d. biological therapies
2. modes of therapy (e.g., individual, group)
3. community and preventative approaches

P. Social Psychology (suggested time 2 weeks)

Essential Question:

How do social influences both positively and negatively impact human cognition and behavior?

Content Outline:

- a. group dynamics
- b. attribution processes
- c. interpersonal perception
- d. conformity, compliance, and obedience
- e. attitudes and attitude change
- f. organizational behavior
- g. aggression/antisocial behavior

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches are used to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. Typical teaching techniques include, but are not limited to the following:

- A. Whole-class, small group or independent readings, periodicals, professional journal articles, case studies, internet sites, visual art, graphs, charts, statistics, and film
- B. Independent projects, interdisciplinary materials such as film, art, literature, and/or music are used to enhance the understanding and application of concepts
- C. Outside presenters and field trips relevant to psychology are used to enhance in-class learning
- D. Use of technology
- E. Research writing process and refining critical analytical skills within the context of psychological theory.

V. EVALUATION

Multiple techniques are employed to assess student understanding of concepts, skills, and thinking processes. These may include, but are not limited to the following:

- A. Baseline and bench mark assessments
- B. Midterm examinations, chapter tests, quizzes, class participation, homework, and projects
- C. Critical thinking, problem solving, creative thinking, and logical reasoning is evaluated through the use of open-ended questioning techniques, free-response essays, and independent projects
- D. Social science research skills is evaluated through the students' presentations and writing on topics focused on critical analysis of existing psychological theories. Emphasis is placed on drawing independent conclusions and critiquing various aspects of psychological methods
- E. Development of ethical standards and attitudes that include tolerance, open-mindedness, and respect for the diversity of individuals is appraised through class discussion and written expression
- F. Test and examinations are constructed to mirror the format of the Advanced Placement Psychology Examination to facilitate student preparation for the AP exam

G. AP Psychology teachers have the option to have students complete a final project in lieu of a final examination. Final projects investigate a particular psychological topic in significant depth. Final projects allow students choice, appeals to various learning styles and allows for differentiation based on interest. AP Psychology teachers may also require a final examination in lieu of the final project.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Opportunities for teachers to participate in workshops, conferences and seminars. Focused on psychology and/or the teaching of Advanced Placement courses
- B. Planning time to preview educational resources relevant to this curriculum
- C. Collegial sharing of lesson ideas and instructional strategies
- D. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- E. Completion of AP Course audit.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX II

New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehends history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, research.

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX IV

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Core Curriculum Content Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Core Curriculum Content Standards 21st Century Life & Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PSYCHOLOGY THROUGH FILM AND LITERATURE -- 4368

School Westfield High School
Department.....Social Studies
Length of Course.....Semester
Credit.....2.50
Grade Level.....11 and 12
PrerequisiteNone
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

Psychology and the arts have often intersected in their interest in and analysis of human behavior. Historically, these fields have influenced each other. In light of this connection, Psychology Through Film and Literature is both an introduction to the field of psychology as well as an opportunity to explore its relationship to the arts through the application of psychological principles to literature, film, and pop culture. In Psychology through Film and Literature, students are introduced to several major topics in the field of psychology and apply psychological theory to the textual material, images, and case studies examined.

II. OBJECTIVES

The following objectives are aligned with the NJ Student Learning Standards in Social Studies. These objectives also align with the NJ Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, NJ Student Learning Standards for Technology, and 21st Century Life & Careers.

Students:

- A. Demonstrate knowledge of the core ideas of the five units of study: Psychology as a Science, Technology and Well-Being, Lifespan Development, Mental Illness and Treatment

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.11-12.2, RH.11-12.5, RH.11-12.7, RH.11-12.9, WHST.11-12.1a-e, WHST.11-12.2a-e, WHST.11-12.4, WHST.11-12.6, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10

NJ Student Learning Standards for English Language Arts SL.11-12.1a-d

- B. Develop critical thinking skills through careful and objective evaluation of psychological research, theory and concepts

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.11-12.3, RH.11-12.6, RH.11-12.8, RH.11-12.9, RST.11-12.6, RST.11-12.8

C. Acquire the skills of independent analysis through application of psychological theory to film, literature, and case studies

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 2.6, RH.11-12.7 , WHST.11-12.1a-e, WHST.11-12.2a-e

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st Life & Careers 9.1

D. Practice American Psychological Association’s ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms

NJ Student Learning Standards for Social Studies 6.1, 6.3

NJ Student Learning Standards 21st Century Life & Careers 9.1

E. Demonstrate an understanding of different mental illnesses through the lens of psychological study

NJ Student Learning Standards for Social Studies 6.2, 6.3

NJ Student Learning Standards 21st Century Life & Careers 9.1

F. Demonstrate research skills by utilizing a variety of resources and determining the validity and relevance of such resources.

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7, WHST.11-12.1a-e, WHST.11-12.2a-e

NJ Core Curriculum Content Standards for Technology 8.1

NJ Student Learning Standards for 21st Life & Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

In studying human behavior through film and literature, students come to better understand their own nature and the nature of fellow human beings. Findings of modern, scientific psychology are presented and enhanced through the use of relevant film and literature artifacts. Students consider age-old questions about who we are as well as recent questions of who we are becoming in our technology rich modern world. The materials for the following units include documentary films, current periodicals, case studies, short stories and readings regarding famous experimental research studies.

A. Psychology as a Science (suggested time 0.5 week)

This unit defines the field of psychology. Students think critically about enduring issues that reappear throughout the semester. Students learn the major paradigms/approaches in the field and clarify their unique focuses. The scientific research method as well as other experimental methods used in psychology is discussed including experimental design and ethics.

Essential Questions: What makes psychology a science? How can human and animal thought and behavior be studied scientifically?

Content Outline:

1. approaches to psychology
 - a. “Common sense”, philosophy and science
 - b. scientific methods and the nature of science
2. research ethics

Potential Case Studies, Books, and Films to Explore in the Unit:

1. Stanley Milgram's Obedience to Authority Experiment
2. Philip Zimbardo's Prison Experiment

B. Technology and Well-Being (suggested time 5 weeks)

This unit challenges students to think about what it means to be human. Students examine medical and drug intervention on the brain and mind as well as the impact of technology on the brain and human behavior.

Essential Questions: Is there, or should there be, limits on medical and drug interventions on the brain and mind? Are technological advancements making individuals smarter/happier? Are technological advancements threatening to change what it means to be human?

Content Outline:

1. psychotropic drugs for enhancement
 - a. personality and cognitive enhancement through psychotropic drug
2. diagnosis and treatment of childhood disorders
 - a. trends in the incidence rates of childhood disorder
 - b. drug treatment methods and controversies in treating children
3. "radical" treatments for mental illness
 - a. ECT and lobotomy neurolaw
 - b. criminal defense, rehabilitation and brain imaging
 - c. privacy and neuro-imaging
4. technology's effect on the mind
 - a. multitasking and attention
 - b. "outsourcing" mental process
 - c. relationships and social media
5. artificial intelligence, human cognition and emotion
 - a. advancement, ethics and what it means to be human

Potential Case Studies, Books, and Films to Explore in this Unit:

1. *Awakenings* (film)
2. *I, Robot* (film)
3. *Brain Games – Pay Attention* (film)
4. *Nova – Watson* (film)
5. *Frontline – Digital Nation* (film)
6. *Listening to Prozac* (book)
7. *Opening Skinner's Box* (book - selected chapters)
8. *The Diving Bell and the Butterfly* by Jean-Dominique Bauby (book)

C. Lifespan Development (suggested time 4 weeks)

In this unit students explore what we know about our innate, universal human nature. Students understand the limits of human nature as a means of explaining our behavior and choices. Students explore how developmental and environmental processes also come to influence who we become in life. Students examine the nature-nurture dynamic and how it affects our cognitive development, our socio-emotional development and our moral development.

Essential Questions: How much of whom we are is determined by our innate nature and how much is due to developmental and environmental influences? Is there such a thing as human nature?

Content Outline:

1. nativism vs. blank slate doctrine
 - a. evolutionary psychology foundations
 - b. blank slate doctrine and behaviorism
 - c. humanism and free will
 - d. behavioral genetics
2. cognitive development
 - a. infant cognition - nativism vs. blank slate, wide versus narrow focus in attention
 - b. growth mindsets, grit, creativity
 - c. self-fulfilling prophecy and achievement
 - d. cognitive overload and poverty
 - e. alternative schooling/approaches
3. socio-emotional development
 - a. function of emotion
 - b. emotion and decision making
 - c. emotion in children, teenagers and adults
 - d. violence and aggression
 - e. teen brain - emotional regulation, decision making and risk taking
 - f. peer influences and connectedness in children, teens and adults
4. moral development
 - a. classic views of moral decision making (Kolberg)
 - b. moral thinking and feeling in infancy
 - c. emotional influences on moral thinking and decision making
 - d. function of altruism

Potential Case Studies, Books, and Films to Explore in this Unit:

1. *The Truman Show* (film)
2. *Crash* (film)
3. *Trading Places* (film)
4. *Science of Sex Appeal* (Discovery Channel)
5. *Inside Out* (film)
6. *Philosophical Baby* (book)
7. *Behave* (book)
8. *The Breakfast Club* (film)
9. *Stand By Me* (film)
10. *Good Will Hunting* (film)

D. Mental Illness and Treatment (suggested time 5 weeks)

In this unit, students explore multiple sources in which he/she gain an understanding of causes, symptoms, and treatments of particular disorders.

Essential Questions: How should we measure and define mental illness? What are the different assumptions of the biomedical and psycho-social approaches to mental illness? How are therapy treatment options different?

Content Outline:

1. introduction
 - a. defining abnormality
 - b. diagnostic tools (*DSM*)
2. differences in the biomedical and psychosocial approaches to mental illness
3. exploration of mental illness: causes and treatment

Potential Case Studies, Books, and Films to Explore in this Unit:

1. *Rain Man* (film)
2. *Sybil* (film)
3. *Three Faces of Eve* (film)
4. *A Beautiful Mind* (film)
5. *Lars and the Real Girl* (film)
6. *Girl, Interrupted* (film)
7. *As Good As It Gets* (film)
8. *Shutter Island* (film)
9. *Silver Linings Playbook* (film)
10. *One Flew Over the Cuckoo's Nest* (film)
11. *An Anthropologist on Mars* by Oliver Sacks (book)
12. *The Man Who Mistook His Wife for a Hat* by Oliver Sacks (book)
13. *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (book)

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are used including but not limited to lecture, student-centered cooperative learning, problem based learning experiences, inquiry/Socratic oriented learning experiences, independent and cooperative research, and student led discussion. Various materials/texts are used as the basis for the above activities. Among these are:

- A. Whole-class, small group or independent readings, novels, periodicals, professional journal articles, case studies, internet websites, visual art, graphs, charts, statistics, and film
- B. As a part of classroom instruction or independent projects, interdisciplinary materials such as film, art, literature, and/or music are used to enhance the understanding and application of concepts
- C. The teacher and/or students use technology as a tool in order to enhance specific lessons
- D. When appropriate, outside presenters and field trips relevant to psychology are also used to enhance in-class learning.

V. EVALUATION

Multiple techniques are employed to assess student understanding of concepts, skills, and thinking processes. These may include, but are not limited to the following:

- A. Baseline and benchmark assessments including but not limited to chapter tests, quizzes, analytical, persuasive and personal essays, simulations, role-playing, debates, group and individual presentations, class participation, homework, and projects
- B. Critical thinking, problem solving, creative thinking and logical reasoning are evaluated through the use of open-ended questioning techniques free-response essays, and independent projects
- C. Social science research skills are evaluated through the students' presentations and writing on topics focused on critical analyses of existing psychological theories. Emphasis is placed on drawing independent conclusions and critiquing various aspects of psychological methods
- D. Through class discussion and the analysis of case studies, students apply APA code of ethics.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. When appropriate, teachers participate in workshops, conferences and seminars focused on psychology
- B. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- C. Opportunities for collegial sharing of lesson ideas and instructional strategies are provided.
- D. Teachers are afforded the opportunity to attend conferences/workshops relating to differentiated instruction, meaningful infusion of technology, interdisciplinary teaching, diversity of instruction/course content, and other instructional goals
- E. Collaboration with supervisors and colleagues to reflect on the implementation of essential questions, unit plans, homework and assessments.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX II

New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehends history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, research.

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX IV

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

APPENDIX V

New Jersey Student Learning Standards 21st Century Life & Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>