



AP Psychology

Unit	Objectives	Standards	Resources
Benchmark Assessment		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>NJ: Grade 12 9.2 Career Awareness, Exploration, And Preparation Strand C: Career Preparation</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
Psychology's History and Approaches	<p>COMPETENCY GOAL 1: The learner will examine the history and theoretical approaches to psychology.</p> <p>Objectives</p> <p>1.01 Discuss the development of psychology.</p> <p>1.02 Identify approaches in psychology.</p> <p>1.03 Evaluate the contemporary perspectives used by psychologists to</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>APA: National Standards for HS Psychology Curricula (2011)</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

	<p>mental processes.</p> <p>1.04 Outline the major subfields and career opportunities that comprise psychology.</p>	<hr/> <p>Scientific Inquiry Domain</p> <p>Perspectives in Psychological Science -- CONTENT STANDARD 1: Development of psychology as an empirical science</p> <p>1.1 Define psychology as a discipline and identify its goals as a science</p> <p>1.2 Describe the emergence of psychology as a scientific discipline</p> <p>1.3 Describe perspectives employed to understand behavior and mental processes</p> <p>1.4 Explain how psychology evolved as a scientific discipline</p> <p>Perspectives in Psychological Science -- CONTENT STANDARD 2: Major subfields within psychology</p> <p>2.1 Discuss the value of both basic and applied psychological research with human and non-human animals</p> <p>2.2 Describe the major subfields of psychology</p> <p>2.3 Identify the important role psychology plays in benefiting society and improving people's lives</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson Psych.docx</p>	
<p>Research Methods</p>	<p>CR-2 Evidence of Curricular Requirement: The course provides instruction in research methods.</p> <p>Objectives</p> <p>2.01 Distinguish between different research strategies used by psychologists</p>	<p>NJ: 2016 SLS: Mathematics</p> <p>NJ: HS: Stats/Prob</p> <hr/> <p>Interpreting Categorical & Quantitative Data</p> <p>HSS-ID.A. Summarize, represent, and interpret data on a single count or measurement variable</p> <p>HSS-ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

to explore behavior and mental processes.
2.02 Classify and employ basic concepts of statistical data.
2.03 Analyze the development of psychology as an empirical science.
2.04 Discuss the APA Standards of Ethics in research.

APA: National Standards for HS Psychology Curricula (2011)

APA: High School

Scientific Inquiry Domain

**Perspectives in Psychological Science --
CONTENT STANDARD 2: Major subfields within
psychology**

2.1 Discuss the value of both basic and applied psychological research with human and non-human animals

**Research methods, measurement, and
Statistics -- CONTENT STANDARD 1: Research
methods and measurements used to study
behavior and mental processes**

1.1 Describe the scientific method and its role in psychology

1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

1.3 Define systematic procedures used to improve the validity of research findings, such as external validity

1.4 Discuss how and why psychologists use non-human animals in research

**Research methods, measurement, and
Statistics -- CONTENT STANDARD 2: Ethical
issues in research with human and non-human
animals**

2.1 Identify ethical standards psychologists must address regarding research with human participants

2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals

Research methods, measurement, and Statistics -- CONTENT STANDARD 3: Basic concepts of data analysis

3.1 Define descriptive statistics and explain how they are used by psychological scientists

3.2 Define forms of qualitative data and explain how they are used by psychological scientists

3.3 Define correlation coefficients and explain their appropriate interpretation

3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods

3.5 Explain other statistical concepts, such as statistical significance and effect size

3.6 Explain how validity and reliability of observations and measurements relate to data analysis

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[Interdisciplinary Standard Statistics.docx](#)

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<p>Sensation and Perception</p>	<p>COMPETENCY GOAL 4: The learner will explore the basic concepts of sensation and perception.</p> <p>Objectives</p> <p>4.01 Explain thresholds and limitations of sensory processes and their basic concepts.</p> <p>4.02 Examine the anatomy and function of the senses (emphasizing vision and hearing).</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ASCA: Mindsets & Behaviors for Student Success (2014) ASCA: All Grades</p> <hr/> <p>Category 2: Behavior Standards Self-Management Skills Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

	<p>4.03 Define sensory adaptation, sensory disorders, and perceptual acuity.</p> <p>4.04 Interpret the nature of attention.</p> <p>4.05 Describe the interplay between the perceiver and the environment in determining perception.</p>	<p>7. Demonstrate effective coping skills when faced with a problem</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Biopsychology Domain Sensation and Perception -- CONTENT STANDARD 1: The processes of sensation and perception</p> <p>1.1 Discuss processes of sensation and perception and how they interact</p> <p>1.2 Explain the concepts of threshold and adaptation</p> <p>Sensation and Perception -- CONTENT STANDARD 2: The capabilities and limitations of sensory processes</p> <p>2.1 List forms of physical energy for which humans and non- human animals do and do not have sensory receptors</p> <p>2.2 Describe the visual sensory system</p> <p>2.3 Describe the auditory sensory system</p> <p>2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense)</p> <p>Sensation and Perception -- CONTENT STANDARD 3: Interaction of the person and the environment in determining perception</p> <p>3.1 Explain Gestalt principles of perception</p> <p>3.2 Describe binocular and monocular depth cues</p> <p>3.3 Describe the importance of perceptual constancies</p> <p>3.4 Describe perceptual illusions</p>	
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		<p>3.5 Describe the nature of attention</p> <p>3.6 Explain how experiences and expectations influence perception</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson Psych.docx</p>	
<p>States of Consciousness</p>	<p>COMPETENCY GOAL 5: The learner will analyze the differing states of consciousness.</p> <p>Objectives</p> <p>5.01 Classify the stages and characteristics of sleep and the theories that explain why we sleep.</p> <p>5.02 Analyze theories used to explain and interpret dreams.</p> <p>5.03 Examine the basic phenomena of hypnosis and its uses.</p> <p>5.04 Categorize the different psychoactive drugs and their effects.</p>	<p>NJ: 2014 SLS: Comprehensive Health and Physical Education</p> <p>NJ: Grade 12</p> <hr/> <p>2.3 Drugs and Medicines</p> <p>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Medicines</p> <p>2.3.12.A.1 Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.12.B.1 Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p>APA: National Standards for HS Psychology Curricula (2011)</p> <p>APA: High School</p> <hr/> <p>Biopsychology Domain</p> <p>Consciousness -- CONTENT STANDARD 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to (performance standards)</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p> <p>Vedantam, Shankar (2010). The Hidden Brain. New York: Spiegel & Grau</p>

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Learning		NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 <hr/> Reading: Literature	Myers, David G., (2021). Psychology For AP*. Third Edition,

	<p>COMPETENCY GOAL 6: The learner will analyze factors influencing learned and unlearned behavior.</p> <p>Objectives</p> <p>6.01 Compare and contrast principles involved in classical and operant conditioning.</p> <p>6.02 Identify processes in cognitive learning.</p> <p>6.03 Describe biological factors that impact learning.</p> <p>6.04 Explain social learning.</p>	<p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJ: 2017 SLS: Social and Emotional Learning</p> <p>NJ: All Grades</p> <hr/> <p>Competencies</p> <p>Self-Awareness</p> <p>Recognize one’s personal traits, strengths and limitations</p> <p>Responsible Decision-Making</p> <p>Develop, implement and model effective problem solving and critical thinking skills</p> <p>APA: National Standards for HS Psychology Curricula (2011)</p> <p>APA: High School</p> <hr/> <p>Development and Learning Domain</p> <p>Learning -- CONTENT STANDARD 1: Classical conditioning</p> <p>1.1 Describe the principles of classical conditioning</p> <p>1.2 Describe clinical and experimental examples of classical conditioning</p> <p>1.3 Apply classical conditioning to everyday life</p> <p>Learning -- CONTENT STANDARD 2: Operant conditioning</p>	<p>New York: Worth Publishers.</p>
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		<p>2.1 Describe the Law of Effect</p> <p>2.2 Describe the principles of operant conditioning</p> <p>2.3 Describe clinical and experimental examples of operant conditioning</p> <p>2.4 Apply operant conditioning to everyday life</p> <p>Learning -- CONTENT STANDARD 3: Observational and cognitive learning</p> <p>3.1 Describe the principles of observational and cognitive learning</p> <p>3.2 Apply observational and cognitive learning to everyday life</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson Psych.docx</p>	
<p>Cognition</p>	<p>COMPETENCY GOAL 7: The learner will analyze factors influencing the cognitive domain.</p> <p>Objectives</p> <p>7.01 Describe processes of encoding, storing, and retrieving information into short-term and long-term memory.</p> <p>7.02 Discuss methods for improving memory.</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ASCA: Mindsets & Behaviors for Student Success (2014)</p> <hr/> <p>ASCA: All Grades</p> <hr/> <p>Category 1: Mindset Standards</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

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Motivation and Emotion	<p>COMPETENCY GOAL 8: The learner will analyze basic concepts of motivation and emotion.</p> <p>Objectives</p> <p>1. 8.01 Identify theories of motivation.</p>	<p>NJ: 2014 SLS: Comprehensive Health and Physical Education</p> <hr/> <p>NJ: Grade 12</p> <p>2.1 Wellness</p> <p>C. Diseases and Health Conditions</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p> <p>Baron-Cohen, Simon, (2011). The Science of</p>

	<p>2. 8.02 Examine biological and environmental cues instigating basic drives or motives.</p> <p>3. 8.03 Analyze theories and physiology of emotion.</p> <p>4. 8.04 Explore psychological and physiological reactions to stress.</p>	<p>2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Individual Variations Domain Motivation -- CONTENT STANDARD 1: Perspectives on motivation</p> <p>1.1 Explain biologically based theories of motivation</p> <p>1.2 Explain cognitively based theories of motivation</p> <p>1.3 Explain humanistic theories of motivation</p> <p>1.4 Explain the role of culture in human motivation</p> <p>Motivation -- CONTENT STANDARD 2: Domains of motivated behavior in humans and non-human animals</p> <p>2.1 Discuss eating behavior</p> <p>2.2 Discuss sexual behavior and orientation</p> <p>2.3 Discuss achievement motivation</p> <p>2.4 Discuss other ways in which humans and non-human animals are motivated</p> <p>Emotion -- CONTENT STANDARD 1: Perspectives on emotion</p> <p>1.1 Explain the biological and cognitive components of emotion</p> <p>1.2 Discuss psychological research on basic human emotions</p> <p>Emotion -- CONTENT STANDARD 2: Emotional interpretation and expression</p>	<p>Evil. New York: Basic Books.</p>
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2.1 Explain how biological factors influence emotional interpretation and expression

2.2 Explain how culture and gender influence emotional interpretation and expression

2.3 Explain how other environmental factors influence emotional interpretation and expression

Emotion -- CONTENT STANDARD 3: Domains of emotional behavior

3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear

3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

Applications of Psychological Science Domain Health -- CONTENT STANDARD 1: Stress and coping

1.1 Define stress as a psychophysiological reaction

1.2 Identify and explain potential sources of stress

1.3 Explain physiological and psychological consequences for health

1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress

Health -- CONTENT STANDARD 2: Behaviors and attitudes that promote health

2.1 Identify ways to promote mental health and physical fitness

2.2 Describe the characteristics of and factors that promote resilience and optimism

2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues

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Developmental Psychology	<p>COMPETENCY GOAL 9: The learner will examine developmental psychology.</p> <p>Objectives</p> <p>9.01 Explain development as a lifelong process.</p> <p>9.02 Analyze research techniques used to gather data on the developmental process.</p> <p>9.03 Differentiate between heredity and environment issues.</p> <p>9.04 Analyze and critique developmental theories.</p> <p>9.05 Discuss issues surrounding the developmental process (physical, cognitive, social, and moral dimensions of development).</p> <p>9.06 Identify sex roles and sex differences.</p>	<p>NJ: 2014 SLS: Comprehensive Health and Physical Education NJ: Grade 12</p> <hr/> <p>2.4 Human Relationships and Sexuality C. Pregnancy and Parenting</p> <p>2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Development and Learning Domain Life Span development -- CONTENT STANDARD 1: Methods and issues in life span development</p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development</p> <p>1.2 Explain issues of continuity/discontinuity and stability/ change</p> <p>1.3 Distinguish methods used to study development</p> <p>1.4 Describe the role of sensitive and critical periods in development</p> <p>1.5 Discuss issues related to the end of life</p> <p>Life Span development -- CONTENT STANDARD 2: Theories of life span development</p> <p>2.1 Discuss theories of cognitive development</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p> <p>Video: A Mother's Love</p>

2.2 Discuss theories of moral development

2.3 Discuss theories of social development

**Life Span development -- CONTENT
STANDARD 3: Prenatal development and the newborn**

3.1 Describe physical development from conception through birth and identify influences on prenatal development

**Life Span development -- CONTENT
STANDARD 4: Infancy (i.e., the first two years of life)**

4.1 Describe physical and motor development

4.2 Describe how infant perceptual abilities and intelligence develop

4.3 Describe the development of attachment and the role of the caregiver

4.4 Describe the development of communication and language

**Life Span development -- CONTENT
STANDARD 5: Childhood**

5.1 Describe physical and motor development

5.2 Describe how memory and thinking ability develops

5.3 Describe social, cultural, and emotional development through childhood

**Life Span development -- CONTENT
STANDARD 6: Adolescence**

6.1 Identify major physical changes

6.2 Describe the development of reasoning and morality

6.3 Describe identity formation

<p>Personality</p>	<p>COMPETENCY GOAL 10: The learner will evaluate individual differences in personality.</p> <p>Objectives</p> <p>10.01 Identify and explain personality approaches and their important contributions to the understanding of psychology.</p> <p>10.02 Analyze different tools and tests used in personality assessment.</p> <p>10.03 Identify the role of self-concept and self-esteem in development of the personality.</p> <p>10.04 Explore factors that contribute to growth and adjustment of personality.</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Individual Variations Domain Personality -- CONTENT STANDARD 1: Perspectives on personality</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

		<p>1.1 Evaluate psychodynamic theories</p> <p>1.2 Evaluate trait theories</p> <p>1.3 Evaluate humanistic theories</p> <p>1.4 Evaluate social–cognitive theories</p> <p>Personality -- CONTENT STANDARD 2: Assessment of personality</p> <p>2.1 Differentiate personality assessment techniques</p> <p>2.2 Discuss the reliability and validity of personality assessment techniques</p> <p>Personality -- CONTENT STANDARD 3: Issues in personality</p> <p>3.1 Discuss biological and situational influences</p> <p>3.2 Discuss stability and change</p> <p>3.3 Discuss connections to health and work</p> <p>3.4 Discuss self-concept</p> <p>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson Psych.docx</p>	
<p>Testing and Individual Differences</p>	<p>COMPETENCY GOAL 11: The learner will describe concepts related to the</p> <p>measurement of testing and individual differences.</p> <p>Objectives</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

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<p>Abnormal Psychology</p>	<p>COMPETENCY GOAL 12: The learner will examine the characteristics of psychological disorders.</p> <p>Objectives</p> <p>12.01 Define abnormal behavior.</p> <p>12.02 Identify theories of psychopathology.</p> <p>12.03 Demonstrate the use of the Diagnostic and Statistical Manual (DSM) in diagnosing psychopathological disorders.</p> <p>12.04 Define the etiology and diagnostic criteria for the following disorders: anxiety, somatoform, mood, schizophrenic, organic, personality, and dissociative.</p>	<p>NJ: 2014 SLS: Comprehensive Health and Physical Education NJ: Grade 12</p> <hr/> <p>2.1 Wellness C. Diseases and Health Conditions</p> <p>2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Individual Variations Domain Psychological Disorders -- CONTENT STANDARD 1: Perspectives on abnormal behavior</p> <p>1.1 Define psychologically abnormal behavior</p> <p>1.2 Describe historical and cross-cultural views of abnormality</p> <p>1.3 Describe major models of abnormality</p> <p>1.4 Discuss how stigma relates to abnormal behavior</p> <p>1.5 Discuss the impact of psychological disorders on the individual, family, and society</p> <p>Psychological Disorders -- CONTENT STANDARD 2: Categories of psychological disorders</p> <p>2.1 Describe the classification of psychological disorders</p> <p>2.2 Discuss the challenges associated with diagnosis</p> <p>2.3 Describe symptoms and causes of major categories of psychological disorders (including</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>
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		<p>schizophrenic, mood, anxiety, and personality disorders)</p> <p>2.4 Evaluate how different factors influence an individual's experience of psychological disorders</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Standard Mental Illness.docx</p>	
<p>Treatment of Psychological Disorders</p>	<p>COMPETENCY GOAL 13: The learner will analyze the different theories of treatment for psychological disorders.</p> <p>Objectives: 13.01 Compare and contrast treatment approaches such as insight therapies (psychodynamic and humanistic), behavioral, cognitive, and biological approaches. 13.02 Explore the modes of therapy (individual and group). 13.03 Evaluate community and preventive approaches to psychological disorders.</p>	<p>NJ: 2014 SLS: Comprehensive Health and Physical Education NJ: Grade 12</p> <hr/> <p>2.1 Wellness C. Diseases and Health Conditions</p> <p>2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Applications of Psychological Science Domain Treatment of Psychological Disorders -- CONTENT STANDARD 1: Perspectives on treatment</p> <p>1.1 Explain how psychological treatments have changed over time and among cultures</p> <p>1.2 Match methods of treatment to psychological perspectives</p> <p>1.3 Explain why psychologists use a variety of treatment options</p> <p>Treatment of Psychological Disorders -- CONTENT STANDARD 2: Categories of treatment and types of treatment providers</p> <p>2.1 Identify biomedical treatments</p> <p>2.2 Identify psychological treatments</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p>

<p>Social Psychology</p>	<p>COMPETENCY GOAL 14: The learner will evaluate the social dimension of behavior.</p> <p>Objectives: 14.01 Illustrate how the structure and function of a given group affects the behavior of the group and the individual. 14.02 Summarize attribution processes where individuals form judgments about self and others.</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Myers, David G., (2021). Psychology For AP*. Third Edition, New York: Worth Publishers.</p> <p>Phillip Zimbardo: "A Quiet Rage"-The Stanford Prison Experiment Documentary</p>

14.03 Verify the influence of stereotypes on attributions of behavior
14.04 Assess classic studies dealing with the concepts of conformity, compliance, and obedience.
14.05 Define attitudes and attitude changes.
14.06 Evaluate diverse offerings in organizational psychology.
14.07 Discuss aggression and antisocial behavior.

APA: National Standards for HS Psychology Curricula (2011)

APA: High School

Sociocultural Context Domain

Social Interactions -- CONTENT STANDARD 1: Social cognition

- 1.1 Describe attributional explanations of behavior
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior
- 1.3 Identify persuasive methods used to change attitudes

Social Interactions -- CONTENT STANDARD 2: Social influence

- 2.1 Describe the power of the situation
- 2.2 Describe effects of others' presence on individuals' behavior
- 2.3 Describe how group dynamics influence behavior
- 2.4 Discuss how an individual influences group behavior

Social Interactions -- CONTENT STANDARD 3: Social relations

- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination
- 3.2 Describe determinants of prosocial behavior
- 3.3 Discuss influences upon aggression and conflict
- 3.4 Discuss factors influencing attraction and relationships

Sociocultural Diversity -- CONTENT STANDARD 1: Social and cultural diversity

- 1.1 Define culture and diversity

1.2 Identify how cultures change over time and vary within nations and internationally

1.3 Discuss the relationship between culture and conceptions of self and identity

1.4 Discuss psychological research examining race and ethnicity

1.5 Discuss psychological research examining socioeconomic status

1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination

Sociocultural Diversity -- CONTENT STANDARD 2: Diversity among individuals

2.1 Discuss psychological research examining gender identity

2.2 Discuss psychological research examining diversity in sexual orientation

2.3 Compare and contrast gender identity and sexual orientation

2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination

2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived

2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society

2.7 Discuss psychological research examining differences in individual cognitive and physical abilities

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