



Psychology

Unit	Objectives	Standards	Resources
<p>Benchmark Assessment</p>		<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</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 - 2016.</p>	
<p>Scientific Inquiry Domain</p>	<p>Learning Objectives:</p> <p>Standard Area: Perspectives in Psychological Science</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <p>1. Development of psychology as an empirical science</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Literature Key Ideas and Details NJLSA.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>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016). New York: Prentice Hall.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

<p>Biopsychology Domain</p>	<p>Biopsychological Domain</p> <p>Standards Area: Biological Bases of Behavior</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Structure and function of the nervous system in human and non-human animals 2. Structure and function of the endocrine system 3. The interaction between biological factors and experience 4. Methods and issues related to biological advances <p>Content Standards With Performance Standards</p> <p>Content Standard 1: Structure and function of the nervous system in human and non-human animals Students are able to (performance standards):</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>Biopsychology Domain Biological Bases of Behavior -- CONTENT STANDARD 1: Structure and function of the nervous system in human and non-human animals</p> <ol style="list-style-type: none"> 1.1 Identify the major divisions and subdivisions of the human nervous system 1.2 Identify the parts of the neuron and describe the basic process of neural transmission 	<p>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016). New York: Prentice Hall.</p> <p>Videos:</p> <p>Three Identical Strangers</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>

	<p>1.1 Identify the major divisions and subdivisions of the human nervous system.</p> <p>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.</p> <p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system.</p> <p>1.4 Describe lateralization of brain functions.</p> <p>1.5 Discuss the mechanisms of, and the importance of, plasticity of the nervous system.</p> <p>Content Standard 2: Structure and function of the endocrine system Students are able to (performance standards):</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system.</p>	<p>1.3 Differentiate between the structures and functions of the various parts of the central nervous system</p> <p>1.4 Describe lateralization of brain functions</p> <p>1.5 Discuss the mechanisms and the importance of plasticity of the nervous system</p> <p>Biological Bases of Behavior -- CONTENT STANDARD 2: Structure and function of the endocrine system</p> <p>2.1 Describe how the endocrine glands are linked to the nervous system</p> <p>2.2 Describe the effects of hormones on behavior and mental processes</p> <p>2.3 Describe hormone effects on the immune system</p> <p>Biological Bases of Behavior -- CONTENT STANDARD 3: The interaction between biological factors and experience</p> <p>3.1 Describe concepts in genetic transmission</p> <p>3.2 Describe the interactive effects of heredity and environment</p> <p>3.3 Explain how evolved tendencies influence behavior</p> <p>Biological Bases of Behavior -- CONTENT STANDARD 4: Methods and issues related to biological advances</p> <p>4.1 Identify tools used to study the nervous system</p> <p>4.2 Describe advances made in neuroscience</p> <p>4.3 Discuss issues related to scientific advances in neuroscience and genetics</p>	
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	<p>2.2 Describe the effects of hormones on behavior and mental processes.</p> <p>2.3 Describe hormone effects on the immune system.</p> <p>Content Standard 3: The interaction between biological factors and experience Students are able to (performance standards):</p> <p>3.1 Describe concepts in genetic transmission.</p> <p>3.2 Describe the interactive effects of heredity and environment.</p> <p>3.3 Explain how evolved tendencies influence behavior.</p> <p>Content Standard 4: Methods and issues related to biological advances Students are able to (performance standards):</p> <p>4.1 Identify tools used to study the nervous system.</p> <p>4.2 Describe advances made in neuroscience.</p> <p>4.3 Discuss issues related to scientific advances in neuroscience and genetics.</p>	<p>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> <p>3.5 Describe the nature of attention</p> <p>3.6 Explain how experiences and expectations influence perception</p>	
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	<p>Standard Area: Sensation and Perception</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. The processes of sensation and perception 2. The capabilities and limitations of sensory processes 3. Interaction of the person and the environment in determining perception <p>Content Standards With Performance Standards</p> <p>Content Standard 1: The processes of sensation and perception Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Discuss processes of sensation and perception and how they interact. 1.2 Explain the concepts of threshold and adaptation. 	<p>Consciousness -- CONTENT STANDARD 1: The relationship between conscious and unconscious processes</p> <ol style="list-style-type: none"> 1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) <p>Consciousness -- CONTENT STANDARD 2: Characteristics of sleep and theories that explain why we sleep and dream Students are able to (performance standards)</p> <ol style="list-style-type: none"> 2.1 Describe the circadian rhythm and its relation to sleep 2.2 Describe the sleep cycle 2.3 Compare theories about the functions of sleep 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams and their effects <p>Consciousness – CONTENT STANDARD 3 : Categories of psychoactive drugs and their effects</p> <ol style="list-style-type: none"> 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects of psychoactive drugs 3.4 Explain how culture and expectations influence the use and experience of drugs <p>Consciousness – CONTENT STANDARD 4: Other states of consciousness Students are able to (performance standards)</p>	
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	<p>Content Standard 2: The capabilities and limitations of sensory processes Students are able to (performance standards):</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>Content Standard 3: Interaction of the person and the environment in determining perception Students are able to (performance standards):</p> <p>3.1 Explain Gestalt principles of perception.</p> <p>3.2 Describe binocular and monocular depth cues.</p>	<p>4.1 Describe meditation and relaxation and their effects</p> <p>4.2 Describe hypnosis and controversies surrounding its nature and use</p> <p>4.3 Describe flow states</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson Psych.docx</p>	
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3.3 Describe the importance of perceptual constancies.

3.4 Describe perceptual illusions.

3.5 Describe the nature of attention.

3.6 Explain how experiences and expectations influence perception.

Standard Area: Consciousness

Content Standards

After concluding this unit, students understand:

1. The relationship between conscious and unconscious processes

2. Characteristics of sleep and theories that explain why we sleep and dream

3. Categories of psychoactive drugs and their effects

4. Other states of consciousness

Content Standards With Performance Standards

Content Standard 1: The relationship between conscious and unconscious processes
Students are able to (performance standards)

1.1 Identify states of consciousness.

1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream
Students are able to (performance standards)

2.1 Describe the circadian rhythm and its relation to sleep.

2.2 Describe the sleep cycle.

2.3 Compare theories about the functions of sleep.

2.4 Describe types of sleep disorders.

2.5 Compare theories about the functions of dreams.

Content Standard 3: Categories of psychoactive drugs and their effects
Students are able to (performance standards):

	<p>3.1 Characterize the major categories of psychoactive drugs and their effects.</p> <p>3.2 Describe how psychoactive drugs act at the synaptic level.</p> <p>3.3 Evaluate the biological and psychological effects of psychoactive drugs.</p> <p>3.4 Explain how culture and expectations influence the use and experience of drugs.</p> <p>Content Standard 4: Other states of consciousness Students are able to (performance standards)</p> <p>4.1 Describe meditation and relaxation and their effects.</p> <p>4.2 Describe hypnosis and controversies surrounding its nature and use.</p> <p>4.3 Describe flow states.</p> <p>Interdisciplinary Lesson.docx</p>		
<p>Development and Learning Domain</p>	<p>Standard Area: Life Span Development</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 9-10</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</p>	<p>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016). New York: Prentice Hall.</p> <p><i>Other resources will be used during this course when and</i></p>

	<p>1. Methods and issues in life span development</p> <p>2. Theories of life span development</p> <p>3. Prenatal development and the newborn</p> <p>4. Infancy (i.e., the first two years of life)</p> <p>5. Childhood</p> <p>6. Adolescence</p> <p>7. Adulthood and aging</p> <p>Content Standards With Performance Standards Content Standard 1: Methods and issues in life span development Students are able to (performance standards):</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>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</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>2.2 Discuss theories of moral development</p> <p>2.3 Discuss theories of social development</p> <p>Life Span development -- CONTENT STANDARD 3: Prenatal development and the newborn</p>	<p><i>where deemed appropriate.</i></p>
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Social Context Domain	<p>Sociocultural Context Domain</p> <p>Standard Area: Social Interactions</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Social cognition 2. Social influence 3. Social relations 	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 9-10</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.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including</p>	<p><i>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016). New York: Prentice Hall.</i></p> <p><i>Videos:</i></p> <p><i>The Released</i></p> <p><i>The Stanford Prison Experiment</i></p> <p><i>Other resources will be used during this course when and</i></p>

	<p>Content Standards With Performance Standards Content Standard 1: Social cognition Students are able to (performance standards):</p> <p>1.1 Describe attributional explanations of behavior.</p> <p>1.2 Describe the relationship between attitudes (implicit and explicit) and behavior.</p> <p>1.3 Identify persuasive methods used to change attitudes.</p> <p>Content Standard 2: Social influence Students are able to (performance standards):</p> <p>2.1 Describe the power of the situation.</p> <p>2.2 Describe effects of others' presence on individuals' behavior.</p>	<p>determining where the text leaves matters uncertain.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Sociocultural Context Domain Social Interactions -- CONTENT STANDARD 1: Social cognition</p> <p>1.1 Describe attributional explanations of behavior</p> <p>1.2 Describe the relationship between attitudes (implicit and explicit) and behavior</p> <p>1.3 Identify persuasive methods used to change attitudes</p> <p>Social Interactions -- CONTENT STANDARD 2: Social influence</p> <p>2.1 Describe the power of the situation</p> <p>2.2 Describe effects of others' presence on individuals' behavior</p> <p>2.3 Describe how group dynamics influence behavior</p> <p>2.4 Discuss how an individual influences group behavior</p> <p>Social Interactions -- CONTENT STANDARD 3: Social relations</p> <p>3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination</p> <p>3.2 Describe determinants of prosocial behavior</p> <p>3.3 Discuss influences upon aggression and conflict</p> <p>3.4 Discuss factors influencing attraction and relationships</p>	<p><i>where deemed appropriate.</i></p>
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	<p>2.3 Describe how group dynamics influence behavior.</p> <p>2.4 Discuss how an individual influences group behavior.</p> <p>Content Standard 3: Social relations Students are able to (performance standards):</p> <p>3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination.</p> <p>3.2 Describe determinants of prosocial behavior.</p> <p>3.3 Discuss influences upon aggression and conflict.</p> <p>3.4 Discuss factors influencing attraction and relationships.</p> <p>Standard Area: Sociocultural Diversity</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <p>1. Social and cultural diversity</p> <p>2. Diversity among individuals</p> <p>Content Standards With Performance Standards</p>	<p>Sociocultural Diversity -- CONTENT STANDARD 1: Social and cultural diversity</p> <p>1.1 Define culture and diversity</p> <p>1.2 Identify how cultures change over time and vary within nations and internationally</p> <p>1.3 Discuss the relationship between culture and conceptions of self and identity</p> <p>1.4 Discuss psychological research examining race and ethnicity</p> <p>1.5 Discuss psychological research examining socioeconomic status</p> <p>1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination</p> <p>Sociocultural Diversity -- CONTENT STANDARD 2: Diversity among individuals</p> <p>2.1 Discuss psychological research examining gender identity</p> <p>2.2 Discuss psychological research examining diversity in sexual orientation</p> <p>2.3 Compare and contrast gender identity and sexual orientation</p> <p>2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination</p> <p>2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived</p> <p>2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society</p>	
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	<p>Content Standard 1: Social and cultural diversity Students are able to (performance standards):</p> <p>1.1 Define culture and diversity.</p> <p>1.2 Identify how cultures change over time and vary within nations as well as internationally.</p> <p>1.3 Discuss the relationship between culture and conceptions of self and identity.</p> <p>1.4 Discuss psychological research examining race and ethnicity.</p> <p>1.5 Discuss psychological research examining socioeconomic status.</p> <p>1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.</p>	<p>2.7 Discuss psychological research examining differences in individual cognitive and physical abilities</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Lesson.docx</p>	
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	<p>Content Standard 2: Diversity among individuals Students are able to (performance standards):</p> <p>2.1 Discuss psychological research examining gender identity.</p> <p>2.2 Discuss psychological research examining diversity in sexual orientation.</p> <p>2.3 Compare and contrast gender identity and sexual orientation.</p> <p>2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.</p> <p>2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.</p> <p>2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.</p> <p>2.7 Discuss psychological research examining differences in individual cognitive and physical abilities.</p> <p>Interdisciplinary Lesson.docx</p>		
Cognitive Domain	Cognition Domain	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 9-10</p> <hr/> <p>Reading: Literature</p>	<p>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016).</p>

	<p>Standard Area: Memory</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Encoding of memory 2. Storage of memory 3. Retrieval of memory <p>Content Standards With Performance Standards</p> <p>Content Standard 1: Encoding of memory Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Identify factors that influence encoding. 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing. 1.3 Discuss strategies for improving the encoding of memory. <p>Content Standard 2: Storage of memory</p>	<p>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.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>APA: National Standards for HS Psychology Curricula (2011) APA: High School</p> <hr/> <p>Cognition Domain Memory -- CONTENT STANDARD 1: Encoding of memory</p> <ol style="list-style-type: none"> 1.1 Identify factors that influence encoding 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing 1.3 Discuss strategies for improving the encoding of memory <p>Memory -- CONTENT STANDARD 2: Storage of memory</p> <ol style="list-style-type: none"> 2.1 Describe the differences between working memory and long-term memory 2.2 Identify and explain biological processes related to how memory is stored 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias) 2.4 Discuss strategies for improving the storage of memories 	<p>New York: Prentice Hall.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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<p>Individual Variations Domain</p>	<p>Standard Area: Motivation</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Perspectives on motivation 2. Domains of motivated behavior in humans and non-human animals <p>Content Standards With Performance Standards</p> <p>Content Standard 1: Perspectives on motivation Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Explain biologically based theories of motivation. 1.2 Explain cognitively based theories of motivation. 1.3 Explain humanistic theories of motivation. 	<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 Motivation -- CONTENT STANDARD 1: Perspectives on motivation</p> <ol style="list-style-type: none"> 1.1 Explain biologically based theories of motivation 1.2 Explain cognitively based theories of motivation 1.3 Explain humanistic theories of motivation 1.4 Explain the role of culture in human motivation <p>Motivation -- CONTENT STANDARD 2: Domains of motivated behavior in humans and non-human animals</p> <ol style="list-style-type: none"> 2.1 Discuss eating behavior 2.2 Discuss sexual behavior and orientation 	<p>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016). New York: Prentice Hall.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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	<p>1.4 Explain the role of culture in human motivation.</p> <p>Content Standard 2: Domains of motivated behavior in humans and non-human animals Students are able to (performance standards):</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>Standard Area: Emotion</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <p>1. Perspectives on emotion</p> <p>2. Emotional interpretation and expression</p> <p>3. Domains of emotional behavior</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>1.3 Differentiate among theories of emotional experience</p> <p>Emotion -- CONTENT STANDARD 2: Emotional interpretation and expression</p> <p>2.1 Explain how biological factors influence emotional interpretation and expression</p> <p>2.2 Explain how culture and gender influence emotional interpretation and expression</p> <p>2.3 Explain how other environmental factors influence emotional interpretation and expression</p> <p>Emotion -- CONTENT STANDARD 3: Domains of emotional behavior</p> <p>3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear</p> <p>3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness</p> <p>Personality -- CONTENT STANDARD 1: Perspectives on personality</p> <p>1.1 Evaluate psychodynamic theories</p> <p>1.2 Evaluate trait theories</p>	
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	<p>Content Standards With Performance Standards</p> <p>Content Standard 1: Perspectives on emotion Students are able to (performance standards):</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>1.3 Differentiate among theories of emotional experience.</p> <p>Content Standard 2: Emotional interpretation and expression Students are able to (performance standards):</p> <p>2.1 Explain how biological factors influence emotional interpretation and expression.</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>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>	
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	<p>2.2 Explain how culture and gender influence emotional interpretation and expression.</p> <p>2.3 Explain how other environmental factors influence emotional interpretation and expression.</p> <p>Content Standard 3: Domains of emotional behavior Students are able to (performance standards):</p> <p>3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.</p> <p>3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.</p> <p>Content Standards With Performance Standards Content Standard 1: Perspectives on personality Students are able to (performance standards):</p> <p>1.1 Evaluate psychodynamic theories.</p> <p>1.2 Evaluate trait theories.</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 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 Lesson.docx</p>	
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1.3 Evaluate humanistic theories.

1.4 Evaluate social-cognitive theories.

Content Standard 2: Assessment of personality
Students are able to (performance standards):

2.1 Differentiate personality assessment techniques.

2.2 Discuss the reliability and validity of personality assessment techniques.

Content Standard 3: Issues in personality
Students are able to (performance standards):

3.1 Discuss biological and situational influences.

3.2 Discuss stability and change.

3.3 Discuss connections to health and work.

	<p>3.4 Discuss self-concept.</p> <p>3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.</p> <p>Standards Area: Psychological Disorders</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none">1. Perspectives on abnormal behavior2. Categories of psychological disorders <p>Content Standards With Performance Standards</p> <p>Content Standard 1: Perspectives on abnormal behavior Students are able to (performance standards):</p> <ol style="list-style-type: none">1.1 Define psychologically abnormal behavior.1.2 Describe historical and cross-cultural views of abnormality.		
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	<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>Content Standard 2: Categories of psychological disorders Students are able to (performance standards):</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 schizophrenic, mood, anxiety, and personality disorders).</p> <p>2.4 Evaluate how different factors influence an individual's experience of psychological disorders.</p>		
<p>Applications of Psychological Science Domains</p>	<p>Applications of Psychological Science Domain</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 <hr/>Reading: Literature</p>	<p>Elmhorst, William, Miter, Katherine, and Spillis, Mary., Psychology (2016).</p>

	<p>Standard Area: Treatment of Psychological Disorders</p> <p>Content Standards</p> <p>After concluding this unit, students understand:</p> <ol style="list-style-type: none"> 1. Perspectives on treatment 2. Categories of treatment and types of treatment providers 3. Legal, ethical, and professional issues in the treatment of psychological disorders <p>Content Standards With Performance Standards</p> <p>Content Standard 1: Perspectives on treatment Students are able to (performance standards):</p> <ol style="list-style-type: none"> 1.1 Explain how psychological treatments have changed over time and among cultures. 1.2 Match methods of treatment to psychological perspectives. 	<p>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>Applications of Psychological Science Domain</p> <p>Treatment of Psychological Disorders -- CONTENT STANDARD 1: Perspectives on treatment</p> <ol style="list-style-type: none"> 1.1 Explain how psychological treatments have changed over time and among cultures 1.2 Match methods of treatment to psychological perspectives 1.3 Explain why psychologists use a variety of treatment options <p>Treatment of Psychological Disorders -- CONTENT STANDARD 2: Categories of treatment and types of treatment providers</p> <ol style="list-style-type: none"> 2.1 Identify biomedical treatments 2.2 Identify psychological treatments 2.3 Describe appropriate treatments for different age groups 	<p>New York: Prentice Hall.</p> <p>Videos:</p> <p>Discovering Psychology Series</p> <p>The Lobotomist</p> <p>Lock Up: The Criminal Mind</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p>
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