



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	AP Psychology							
GRADE BAND		K-4		5-6		7-8	x	11-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW

The design of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental process of human beings and other animals, the biological bases of human behavior, as well as the statistical methods necessary to analyze psychological research. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Students will learn about some of the explorations and discoveries made by psychologists over the past centuries. Students will assess some of the differing approaches and perspectives adopted by psychologists, i.e. biological, behavioral, cognitive, humanistic, psychodynamic and socio-cultural. Students will gain an appreciation of how psychologists think and their use of critical thinking and analysis. They also learn about the ethics and methods psychologists use in their science and practice. Students are encouraged to take the Advanced Placement Examination upon completion of this course.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 1: Scientific Foundations of Psychology
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does psychology study human and animal behavior? 	
<ul style="list-style-type: none"> ● How do the scientific and research methods scientifically study behavior and mental processes? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Psychology uses the foundation of a scientific attitude, critical thinking, and various perspectives. ● Logically-designed investigations generate evidence and refine models and explanations. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocabulary, and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or Falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative multiple choice test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology</p>	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Perspectives in Psychological Science

- 1.1 Define psychology as a discipline and identify its goals as a science.
- 1.2 Describe the emergence of psychology as a scientific discipline.
- 1.3 Describe perspectives employed to understand behavior and mental processes.
- 1.4 Explain how psychology evolved as a scientific discipline.
- 2.1 Discuss the value of both basic and applied psychological research with human and nonhuman animals.
- 2.2 Describe the major subfields of psychology.
- 2.3 Identify the important role psychology plays in benefiting society and improving people's lives.

Research Methods, Measurement and Statistics

- 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.
- 2.1 Identify ethical standards psychologists must address regarding research with human participants.
- 2.2 Identify ethical guidelines psychologists must address regarding research with nonhuman animals.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Researcher
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Diversity Connection activity: students will consider the contributions of the following people in Psychology: Dorothea Dix, Francis Cecil Sumner, Inez Beverly Prosser, Kenneth Clark and Mamie Phipps Clark, Ellen Langer. • Know that critics say most participants in Psychology Research were largely from WEIRD (western, educated, industrialized, rich and democratic) cultures. Think critically about how this affects the generalizability of research to different cultures.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- Kenneth Clark and Mamie Phipps Clark conducted research on prejudice and was the first to be cited in a Supreme Court decision. This highlighted the importance of examining controversial and societal issues with scientific methodology.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Myers, David. Myers' Psychology for the AP Course 3rd Edition. New York, BFW?Worth Publishers, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 2: Biological Bases of Behavior
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do biological processes relate to, create and sustain behavior? ● How do consciousness, sleep and psychoactive drugs affect our behavior? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The importance of the brain, nervous system and our biology on our behavior, health and wellness ● The impact of our awareness of our behavior and research to motivate health and wellness. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or Falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple Choice Quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology Biological Bases of Behavior</p> <ul style="list-style-type: none"> ● 1.1 Identify the major divisions and subdivisions of the human nervous system and their functions. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- 1.2 Identify the parts of the neuron and describe the basic process of neural transmission.
- 1.3 Describe the structures and functions of the various parts of the central nervous system.
- 1.4 Explain the importance of plasticity of the nervous system.
- 1.5 Describe the function of the endocrine glands and their interaction with the nervous system.
- 1.6 Identify methods and tools used to study the nervous system.
- 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).
- 1.3 Identify the effects of meditation, mindfulness, and relaxation.
- 1.4 Describe characteristics of and current conceptions about hypnosis.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Biological Psychologist
- Behavior Geneticist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Dreams are impacted by our culture. Stanley Krippner’s research compared the dreams of Argentinian, Brazilian and American adults. The results found statistically significant differences by culture in the concepts of: emotional, sexual, architecture, aggression, and good fortune.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

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RESOURCES – Cited print and electronic sources

Resources

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Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 3: Sensation and Perception
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do the five senses receive, translate signals and affect behavior? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The interrelated working of the five senses and how they impact our understanding of ourselves and the outside world using empirical evidence and research. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or Falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple Choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology The functions of sensory systems</p> <ul style="list-style-type: none"> ● 1.1 Explain the process of sensory transduction ● 1.2 Explain the basic concepts of psychophysics such as threshold and adaptation 	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

The capabilities and limitations of sensory processes

- 2.1 Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities
- 2.2 Describe the visual sensory system
- 2.3 Describe the auditory sensory system
- 2.4 Describe chemical and tactile sensory systems

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Audiologist
- Speech Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Culture influences perception. Most Westerners have no trouble interpreting the scene of people sitting inside a dwelling. They do not confuse the window with a box on the woman’s head. However, those from other cultures who do not share the same perceptual sets perceive the scene differently. We must practice to see the perspective of others and see things through their experiences.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

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Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 4: Learning
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do classical and operant conditioning, and observational learning help us understand human behavior? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Psychological models of learning help people gain insight into their behavior. ● Scientific reasoning and research evaluate and interpret data and draw conclusions. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or Falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
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Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Operant Conditioning

- 2.1 Describe the processes of operant conditioning.
- 2.2 Describe clinical and experimental examples of operant conditioning

Observational learning, social learning theory, and mental processes in learning

- 3.1 Describe observational learning and social learning theory.
- 3.2 Describe the role of mental processes in learning.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Learning Consultant

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- There are cultural differences in beliefs about learning. Jin Li argues that traditional research on human learning has neglected the role of culture in shaping these beliefs. Research shows that Western students tend to see learning as a matter of understanding the essentials of a topic, feel proud when they succeed and disappointment when they fail. Eastern students see learning as a way to perfect themselves morally and socially and to contribute to society. These two perspectives see a “good teacher” as different role models. Use critical thinking skills to be aware of these differences and understand their impact.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

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Course Title: AP Psychology

Self-Awareness

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Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 5: Cognitive Psychology
PACING	4 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do humans encode, store, retrieve and enhance memory? ● How is intelligence studied and tested? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Cognition and language enable humans to understand themselves and others. ● Scientific research generates evidence and builds and refines explanations. ● The changing concept of intelligence is measured, analyzed by mathematical and technological means. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
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Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
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Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology. Fundamental processes of thinking and problem solving</p> <ul style="list-style-type: none"> ● 1.1 Describe cognitive processes related to concept formation. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- 1.2 Explain processes involved in problem solving and decision making.

Effective thinking processes

- 2.1 Describe obstacles to effective information processing and decision making.
- 2.2 Describe convergent and divergent thinking in problem solving and decision making.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- None.

English Language Arts

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Researcher
- Behaviorist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- We take language for granted. If you speak more than one language at home, describe your experiences with learning a new language through this immersive experience. How does that differ from learning a world language in school only? Understand and appreciate the variety the experiences bring.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Myers, David. Myers' Psychology for the AP Course 3rd Edition. New York, BFW?Worth Publishers, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 6: Developmental Psychology
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do individuals change physically, intellectually, socially and morally, over time? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Change is the only constant in the human life cycle. ● Core ethical values impact behaviors and influence the health and safety of people worldwide. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple Choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology Methods and issues in lifespan development</p> <ul style="list-style-type: none"> ● 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. ● 1.2 Explain issues of continuity/discontinuity and stability/change. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.

Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)

- 2.1 Identify key features of physical development from prenatal through older adulthood
- 2.2 Identify key features of cognitive development from prenatal through older adulthood
- 2.3 Identify key features of social development from prenatal through older adulthood

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Child Psychologist
- Gerontologist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Children with birth defects are treated differently depending on what culture they are born into. Explore these differences by investigating: the role superstitions that exist in a culture about the explanations of these defects, the type of support services available for children and their families, the amount of prenatal education that is available to expectant mothers regarding teratogens and nutrition.
- The increase in international adoptions have increased our awareness of the quality of care in orphanages, neglect and treatment in the facilities as well as policies that exist.
- Differences in child rearing practices vary by culture. Research these and their impact on development - by interviewing members of individualist and collectivist cultures. How does this knowledge affect the way you plan to raise your own children?
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Myers, David. Myers' Psychology for the AP Course 3rd Edition. New York, BFW?Worth Publishers, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 7: Motivation, Emotion and Personality
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What motivates humans to behave the ways they do? ● How and why is personality studied by psychologists? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The level of motivation impacts our lives, feelings and accomplishments. ● Empirical research and evidence describes these findings. ● The unique characteristics of individuals impact their lives, physically, socially and emotionally. ● Core ethical values impact behavior, health and safety. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology</p> <p>Influences of motivation</p>	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- 1.1. Explain biological, cognitive, and social factors that influence motivation.
- 1.2. Explain the role of culture in human motivation.

Domains of motivated behavior in humans

- 2.1. Identify factors in motivation that influence eating and sexual behaviors.
- 2.2. Identify motivational factors that influence achievement and affiliation.

Perspectives on emotion

- 3.1. Explain the biological and cognitive components of emotion.
- 3.2. Describe the psychological research on basic human emotions.
- 3.3. Differentiate among theories of emotion

Emotional interpretation and expression (interpersonal and intrapersonal)

- 4.1. Explain how biological factors influence emotional interpretation and expression.
- 4.2. Explain how culture and gender influence emotional interpretation and expression.
- 4.3. Explain how other environmental factors influence emotional interpretation and expression.

5. Domains of emotional behavior

- 5.1. Identify biological and environmental influences on the expression and experience of negative emotions.
- 5.2. Identify biological and environmental influences on the expression and experience of positive emotions.

Empirical approaches to studying and understanding personality

- 1.1. Explain how biological and environmental factors interact to influence personality.
- 1.2. Explain social-cognitive approaches to understanding personality.
- 1.3. Explain trait-based approaches to understanding personality.
- 1.4. Describe methods used to study personality scientifically.
- 1.5. Define self-concept

Assessment of personality

- 2.1. Differentiate personality assessment techniques.
- 2.2. Describe the reliability and validity of personality assessment techniques.
- 2.3. Analyze how personality researchers address issues of stability and change.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

<i>Comprehensive Health & Physical Education</i>
<ul style="list-style-type: none"> ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
<i>Computer Science & Design Thinking</i>
<ul style="list-style-type: none"> ● None.
<i>English Language Arts</i>
<ul style="list-style-type: none"> ● NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<i>Mathematics</i>
<ul style="list-style-type: none"> ● None.
<i>Science</i>
<ul style="list-style-type: none"> ● None.
<i>Visual & Performing Arts</i>
<ul style="list-style-type: none"> ● None.
<i>World Languages</i>
<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> ● None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> ● None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). ● 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Hillsborough Township Public Schools Curriculum Map

Course Title: AP Psychology

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CAREERS ASSOCIATED WITH THIS UNIT

- Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Culture and situational factors such as portion size and the variety of food options control our eating. Apply this concept to your own life by identifying the situational factors that influence your eating habits. Be conscious and accepting of these differences.
- Emotional life is shaped by its cultural context. Understand and appreciate the impact culture has on us. Japanese word “amae” or sweet dependency, Bedouins of Egypt do not express loss and hurt in public, Tahitians interpret sadness as a sickness.
- Individualist and collectivist cultures demonstrate differences in emotional expression. Discuss the fundamental philosophies of life that might contribute to this difference in emotional expression.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Stress and what causes it are affected by culture. What are common stressors, cultural expectations about how to handle stress and rates and statistics on depression and suicide all demonstrate varying opinions of stress and how a culture deals with it.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 8: Clinical Psychology
PACING	4 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do psychologists define, measure, approach, classify and treat abnormality? ● How are psychological disorders and their impact on individuals, families, communities and society viewed by clinicians? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The human condition is described on a spectrum of “normalcy” which varies among individuals and during the lifespan. ● Coping and stress management techniques are skills to deal with emotional issues. ● Ongoing evaluation of the factors that impact health and wellness is necessary to maximize psychological functioning of individuals. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple Choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology Perspectives of abnormal behavior</p>	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

1.1. Define abnormal behavior.

- 1.2. Describe cross-cultural views of abnormality.
- 1.3. Describe major medical and biopsychosocial models of abnormality.
- 1.4. Explain how stigma relates to abnormal behavior.
- 1.5. Explain the impact of psychological disorders on the individual, family, and society.

Categories of psychological disorders

- 2.1. Describe the classification of psychological disorders.
- 2.2. Describe the challenges associated with diagnosing psychological disorders.
- 2.3. Describe symptoms of psychological disorders.

Types of treatment

- 1.1. Describe different types of biomedical and psychological treatments.
- 1.2. Explain why psychologists use a variety of psychological treatments.
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment.

Legal, ethical, and professional issues in the treatment of psychological disorders

- 2.1. Identify differences among licensed mental health providers.
- 2.2. Identify legal and ethical requirements for licensed mental health providers.
- 2.3. Identify resources available to support individuals with psychological disorders and their families.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

Mathematics
<ul style="list-style-type: none"> • None.
Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Clinical Psychologist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • All humans experience fear, but explore whether the things feared most by people vary across cultures. Does socioeconomic status have an impact? Are certain anxiety

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

disorders higher among people in countries who have experienced war? Which are most prevalent?

- France and Israel have banned runway and fashion models who fell below the “recommended female body weight.” What effect might this have on women and girls in these countries? What is the “ideal female body weight?” Does this differ by nation or culture? What are the implications of the differences between the ideal and the models?
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- Myers, David. Myers' Psychology for the AP Course 3rd Edition. New York, BFW?Worth Publishers, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Unit 9: Social Psychology
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do humans explain the behavior of others? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Behavior is explained by attributing it to either internal dispositions or external situations. ● The changing impact of conformity, compliance and obedience is shown in our families, communities and the global world we exist in today. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the importance of the concepts, vocab and theories of psychology. ● Learn the skills of psychological research. ● Develop scientific reasoning, critical thinking, reading, writing and discussion skills. ● Apply psychological principles to your personal life. ● Develop introspective skills to examine decisions and relationships more thoroughly. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Fact or falsehood sheet
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessments
Summative	<ul style="list-style-type: none"> ● Multiple choice quiz and FRQ writing
Benchmark	<ul style="list-style-type: none"> ● Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology</p> <p>Social cognition</p> <ul style="list-style-type: none"> ● 1.1. Describe attributional explanations of behavior. ● 1.2. Explain how experiences shape attitudes and beliefs. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP Psychology

- 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others.

Social influence

- 2.1. Explain how the presence of other people can affect behavior.
- 2.2. Describe how intergroup dynamics influence behavior.
- 2.3. Explain how persuasive methods affect behavior and beliefs.
- 2.4. Identify factors influencing attraction and relationships.
- 2.5. Identify factors influencing aggression and conflict.
- 2.6. Identify factors influencing altruism and helping behaviors.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Computer Science & Design Thinking

- None.

English Language Arts

- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3)

Visual & Performing Arts

- None.

World Languages

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Social Psychologist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Research and explore culturally specific behaviors and customs. Interview people from a single culture, look up information about that culture online or research different books that contain cultural information. The differences that are uncovered help us understand diverse cultural traditions.
- There are cultural differences in violent and aggressive behavior. Research aggressive crimes and find the locations where the rates are highest. How does the USA compare to other Westernized nations? How do we compare to developing countries? What do the statistics suggest about aggression here and around the world?
- Discuss cultural expectations of marriage. How long do arranged marriages typically last? Compare this to marriages based on romantic love. Do the partners in arranged marriages grow to love one another? Do young people who are expected to enter into arranged marriages agree with the practice? Do they trust their parents to find them a suitable mate?
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Establish and maintain healthy relationships

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Myers, David. Myers' Psychology for the AP Course 3rd Edition. New York, BFW?Worth Publishers, 2018.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

UNIT OF STUDY	Preparation for the AP Psychology Exam
PACING	3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • How does Psychology study human and animal behavior? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Psychology is a science of various perspectives, approaches and research that allow us to understand behavior. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • To be prepared for the AP Psychology Exam. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Practice AP Exam
Formative	<ul style="list-style-type: none"> • Multiple choice and FRQ practice
Summative	<ul style="list-style-type: none"> • Final AP Exam both MC and FRQ
Benchmark	<ul style="list-style-type: none"> • Cumulative MC test from Test Bank
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<p><i>As New Jersey Student Learning Standards do not address AP Psychology requirements, National Psychology standards are outlined as the following:</i></p> <p>APA National Standards for the Teaching of High School Psychology</p> <p>Social cognition</p> <ul style="list-style-type: none"> • 1.1. Describe attributional explanations of behavior. • 1.2. Explain how experiences shape attitudes and beliefs. • 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others. <p>Social influence</p> <ul style="list-style-type: none"> • 2.1. Explain how the presence of other people can affect behavior. • 2.2. Describe how intergroup dynamics influence behavior. • 2.3. Explain how persuasive methods affect behavior and beliefs. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

- 2.4. Identify factors influencing attraction and relationships

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Psychologist

Hillsborough Township Public Schools Curriculum Map
Course Title: AP Psychology

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- None.

Relationship Skills

- None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited* print and electronic sources

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