



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools

Springfield, New Jersey 07081

Psychology

Curriculum Guide

2023

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on May 15, 2023



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Springfield Public Schools

Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent of Schools

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: J27

Introduced By: Vice President Murphy

Seconded By: Mr. Munoz

Adopted: May 15, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 & 2023-2024 school year:

JDHS – Revised high school curriculum due to revised state standards

- Beginning String Ensemble (Activity String Orchestra)
- Intro to Economics
- Psychology

JDHS

- Advanced String Ensemble (*Title Change*)
- Beginning String Ensemble (*continuation of String Ensemble – Revision*)

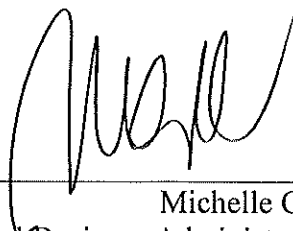
FMG

- Jazz Ensemble (*New Course*)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on May 15, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 16th day of May 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Psychology
The Study Of Psychology

Grade Level: 11 - 12

Unit Title: One: Introduction To

Unit Summary: Psychology is the study of behavior in individual organisms.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: Psychology is the study of behavior in individual organisms. We study Psychology so we can observe, analyze, and evaluate behavior patterns- in an attempt to understand behavior, predict behavior, and prevent future behaviors.

Learning Targets

Standards:

SCI.9-12.SI.1.1.1: Define psychology as a discipline and identify its goals as a science

SCI.9-12.SI.1.1.4: Explain how psychology evolved as a scientific discipline

SCI.9-12.SI.1.2: Major subfields within psychology

SCI.9-12.SI.1.2.1: Discuss the value of both basic and applied psychological research with human and non-human animals

SCI.9-12.SI.1.2.2: Describe the major subfields of psychology

SCI.9-12.SI.1.2.3: Identify the important role psychology plays in benefiting society and improving people's lives

SCI.9-12.SI.2.1.2: Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods

SCI.9-12.SI.2.2.1: Identify ethical standards psychologists must address regarding research with human participants

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.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and



quantitatively, as well as in words.

NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

TECH 9.4.2.CI.2: Demonstrate originality and inventiveness in work

TECH 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

TECH 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

TECH 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

TECH 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Content Statements:

A. Psychology can be divided into two broad areas, experimental and applied.

1. Experimental involves independent and dependent variables as well as experimental and control groups in experimental settings.
2. Applied areas involve the gathering of information utilizing descriptive and correlational research methodologies and applying the findings to real world situations.
3. Applied areas include clinical, developmental, educational, community and organizational psychology

B. Key individuals have contributed to the growth of Psychology as a science.

1. Eventually various "schools" or "approaches" to the study of psychology emerged, each emphasizing behavior from their own perspective.



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2. Those approaches include, psychoanalytic, behavioral, humanistic, cognitive, biological and sociocultural.

CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.SI.1.1.1	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.2	Describe the emergence of psychology as a scientific discipline.
SCI.9-12.SI.1.1.3	Describe perspectives employed to understand behavior and mental processes
SCI.9-12.SI.1.1.4	Explain how psychology evolved as a scientific discipline
SCI.9-12.SI.2.2.1	Identify ethical standards psychologists must address regarding research with human participants
SCI.9-12.SI.2.2.2	Identify ethical guidelines psychologists must address regarding research with non-human animals
NJSLSA.R1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.R2	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R4	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W6.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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NJSLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions:

1. What is Psychology?
2. Why do we study Psychology?
3. What is the difference between experimental and applied Psychology?
4. What are the various "schools" or "approaches" to the study of behavior and how do they each view behavior?
5. What current professional areas and employment opportunities are available in the field of Psychology?

Unit Enduring Understandings:

1. We study Psychology so as to understand and predict future behavior.
2. Nevertheless, human-and animal behavior is not absolute. As such Psychology is an inexact science. There are no constants in human behavior-but that should not deter us from the study of behavior.
3. While various schools or approaches emphasize behavior from their own perspective, our behavior is eclectic, or a combination of all the approaches.

Unit Learning Targets: Students will be able to...

1. Define and understand the science of Psychology.
2. Identify various research methodologies in Psychology.
3. Identify the various approaches to the study of Psychology.
4. Identify career opportunities available in the field of Psychology.
5. Understand the difference between experimental, descriptive, and correlational research.

Evidence of Learning

Summative Assessment: PowerPoint presentation on key historical figures in Psychology.

Equipment Needed: Laptops & overhead projector

Teacher Resources: YouTube & internet access

Formative Assessments:

- Quizzes
- Tests
- Case Studies
- Classwork
- Projects



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Lesson Plans

Lesson	Time Frame
Lesson 1: Why Do You Do What You Do?	3 Days
Lesson 2: Why Study Psychology?	2 Days
Lesson 3: Psychology as a Profession	2 Days
Teacher Notes: Psychology is the study of behavior. Each and every action we perform can be analyzed and explained from the most routine to the most complex.	
Curriculum Development Resources/Technology Resources: Internet access	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Why Do You Do What You Do? **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology, History & Science

Integration of Technology: Laptop

Equipment Needed: Overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify the six approaches to the study of Psychology. - Analyze and explain their behavior from the standpoint of the six approaches. - Understand that every behavior we do can be explained from a psychological perspective.	Lesson Sequence: - Review with students the definition of psychology - Teacher directed notes on the six approaches to the study of psychology and how each attempts to explain behavior - Ask students to keep a log of their behavior over a five day period	- Students will analyze their behavior from the standpoint of the six approaches. - Material will be presented as a log with formal explanation of each behavior.
Differentiation: - Application of theory to real life situations - Integration of learning into log or diary format		
Resources Provided: Laptops		



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Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Why Study Psychology? **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology, History & Science

Integration of Technology: Laptop

Equipment Needed: Overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify the four goals of psychology. - Apply their understanding of the above to the theoretical framework.	Lesson Sequence: - Review with students the definition of psychology and why we study psychology. - Review the four goals of the study of psychology and its impact on our daily lives.	- Students will imagine they are a psychologist or psychiatrist and are working with a patient with a psychological problem. - Students will develop a plan of action for that individual in which they meet the 4 goals of psychology.
Differentiation: Application or theory to real world situations; possible group work; assignment; extension of curriculum.		
Resources: Laptops & Internet access		



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Lesson Plan 3 Template

Content Area: Psychology **Lesson Title:** Psychology as a Profession **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology, History & Science

Integration of Technology: Laptop

Equipment Needed: Overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Identify the careers available in the field of Psychology.	Lesson Sequence: - Review with students the history of Psychology, particularly as it evolved in the 20th Century - Discuss experimental vs. applied focus of psychology	- Group project: students develop a poster or a magazine serving as an advertisement in which they advertise the various positions available in their clinic. - Working individually, students utilize their laptops to investigate careers in Psychology including job description, and salary by region of the USA. Students will summarize in a report.
Differentiation: Choice of group or individual Internet research.; application of knowledge for closure assignment as opposed to just test.		
Resources Provided: Laptops		

Lesson Reflection



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Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology

Grade Level: 11-12

Course Title: Psychology

Created: Samantha Ally

Board Approved on:



Unit Overview Template

Content Area: Psychology

Grade Level: 11-12

Unit Title: Two: The Brain & Behavior

Unit Summary: The brain is the most complex of structures. Its impact on our behavior cannot be overstated. Unfortunately, only when there is a problem in brain structure or function do we recognize or appreciate that impact.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: While there are various approaches to the study of Psychology, each emphasizing behavior from their own perspective, the biological approach has gained increased recognition due to enhanced brain imaging techniques. Now it is possible to see the physiology of Major Depressive Disorder, PTSD, and addiction.

Learning Targets

Standards:

SCI.9-12.B.1 - Biological Bases of Behavior

SCI.9-12.B.1.1 - Structure and function of the nervous system in human and non-human animals

SCI.9-12.B.1.3 - The interaction between biological factors and experience

SCI.9-12.B.1.4 - Methods and issues related to biological advances

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and



enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 8.1.12. - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Content Statements:

A. The brain makes up the central nervous system. Various areas of the brain are involved in different behaviors.

1. The four lobes of the brain are the frontal, parietal, temporal and occipital.
2. The major parts of the limbic system are the thalamus, hypothalamus, amygdala and hippocampus.
3. Brain chemicals or neurotransmitters travel between neurons and are involved in our mood, muscle control, and our ability to remember information.
4. The brain is divided into a left and right hemisphere, connected by the corpus callosum, with each hemisphere specializing in certain tasks.

CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.B.1.1.1	Identify the major divisions and subdivisions of the human nervous system
SCI.9-12.B.1.1.2	Identify the parts of the neuron and describe the basic process of neural transmission
SCI.9-12.B.1.1.3	Differentiate between the structures and functions of the various parts of the central nervous system
SCI.9-12.B.1.1.4	Describe lateralization of brain functions
SCI.9-12.B.1.1.5	Discuss the mechanisms and the importance of plasticity of the nervous system
NJSLSA.R1.	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
NJSLSA.R7..	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R9..	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



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NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TECH.8.1.12.	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Unit Essential Questions:

1. What are the four lobes of the brain and their impact on behavior?
2. What are the respective tasks of the two cerebral hemispheres?
3. What are the major neurotransmitters and what is their role in behavior?
4. What are the major structures of the limbic system and what is their role in behavior?
5. Severing the corpus callosum results in what condition?
6. What impact does our behavior have on the brain?
7. What do we mean by the nature-nurture debate?

Unit Enduring Understandings:

1. Advances in brain imaging techniques have allowed neuroscientists to analyze various areas of the brain from a structural and functional perspective.
2. Neuroscientists can see and study the physiology of addiction and various mental disorders.
3. The relationship between the brain and humans is reciprocal. Not only can physical and structural abnormalities impact our behavior but our behavior, but the use of drugs can impact the brain.
4. While various areas of the brain specialize in various functions, brain "plasticity" allows for other areas of the brain to perform the same functions-although less efficiently. This becomes significant in the event of injury.

Unit Learning Targets: Students will be able to...

1. Understand what is meant by the nature-nurture debate and provide examples of each.
2. Identify various areas of the brain and their role in behavior.
3. Understand the physiology of drug addiction, as well as various mental disorders.
4. Understand why the physiology of the teen brain pre-disposes the teen to at risk behavior and in some cases schizophrenia.

Evidence of Learning

Summative Assessment: As a closure assignment for the unit, students conduct research on the brain where they review periodicals and latest computer research on selected neurological disorders. Students will select a condition and research the etiology, and possible cures.

Equipment Needed: Laptops



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Teacher Resources: Journal of Neuroscience & internet access

Formative Assessments:

- Quizzes
- Tests
- Case Studies
- Classwork
- Projects

Lesson Plans

Lesson	Time Frame
Lesson 1 Roles of the Respective Hemispheres	2 Days
Lesson 2 Gender Differences and the Brain	2 Days
Lesson 3 The Adolescent Brain	2 Days
Teacher Notes: The relationship between the brain and people is reciprocal. Areas of the brain are responsible for certain behaviors, while our behavior can impact the brain.	
Curriculum Development Resources/Technology Resources: Internet access & OnCourse	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Roles of the Respective Hemispheres **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Biology

Integration of Technology: Internet resources

Equipment Needed: Laptops & overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Identify the respective tasks of the two cerebral hemispheres.	Lesson Sequence: - Teacher directed notes - Internet computer research and videos	Students observe family members to determine their hemispheric dominance in academic and motor abilities. Students present their findings in chart form.
Differentiation: Option of Internet research or video presentation and closure assignment in place of test.		
Resources Provided: Laptops, Internet access & OnCourse		



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Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Gender Differences and the Brain **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Science

Integration of Technology: Internet research

Equipment Needed: Laptops & overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify major areas of the brain and their roles in behavior. - Identify possible differences in the physiology of the male and female brain.	Lesson Sequence: - Teacher directed notes on parts of the brain and their role in human behavior - Video "The Behaving Brain"	Students utilize the Internet or current periodicals to research possible differences in the physiology and function of the male vs the female brain. Students have options as to how they wish to present material; written report, verbal presentation or chart.
Differentiation: Video presentation, internet research & choice of presentation format		
Resources Provided: Laptops & Internet access		



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Lesson Plan 3 Template

Content Area: Psychology

Lesson Title: The Adolescent Brain

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Science

Integration of Technology: Internet research

Equipment Needed: Laptops & overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify the functional differences in the adolescent brain. - Understand why adolescents are predisposed to at-risk behavior, and in rare circumstances, schizophrenia.	Lesson Sequence: - Teacher directed notes - Video presentation from the Brain Series: "The Teenage Brain-A World Of Their Own" - Students complete series of questions posted on OnCourse	Unit II Test
Differentiation: Video presentation & Internet research if necessary		
Resources Provided: Laptops, Internet access & OnCourse		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11- 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology **Grade Level:** 11-12 **Unit Title:** Three: Learning, Motivation and Memory

Unit Summary: Learning is any relatively permanent change in behavior. Additional cognitive processes include memory and motivation.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy

☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: Various cognitive processes exist including learning, memory and motivation. Our ability to understand and master these processes is essential to being "human." Various forces are at play which determine how we learn, our ability to retrieve information at appropriate moments, and how motivated we are to complete this process.

Learning Targets

Standards:

SCI.9-12.DL.2.1 - Classical conditioning

SCI.9-12.DL.2.2 - Operant conditioning

SCI.9-12.DL.2.3 - Observational and cognitive learning

SCI.9-12.C.1 - Memory

SCI.9-12.C.1.1 - Encoding of memory

SCI.9-12.C.1.2 - Storage of memory

SCI.9-12.C.1.3 - Retrieval of memory

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 8.1.12 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Content Statements:

- A. Learning can be defined as any change in behavior due to experience.
1. Neuroscientists focus on neuronal changes in the brain.
 2. Most psychologists, however, have focused on three main types of learning behaviors:
 - A. Classical conditioning involves repeated association of a neutral stimulus, with an unconditioned stimulus, eventually bringing about a conditioned response.
 - B. Operant conditioning occurs when the probability of an action re-occurring is determined by its consequences, namely positive reinforcement, negative reinforcement, or punishment.
 - C. Observational learning involves learning by observing others or serving as a role model for others.
- B. Memory is the ability to successfully recall information at appropriate times.
1. Not all information that is learned is successfully recalled.
 2. Effective strategies such as chunking, rehearsal, organization, and elaboration, mental schemas and mnemonic devices can facilitate the memory process.
 3. Forgetting is the inability to successfully retrieve previously learned information.
 4. The memory process involves encoding, storage and retrieval.
- C. Motivation involves the extent to which we are willing to perform an action.
1. Common theories of emotion include drive, incentive, and evolutionary and make a clear distinction between biological and social motives.
 2. Basic types of motivation include hunger, sexual, and achievement.



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CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.DL.2.1.1	Describe the principles of classical conditioning
SCI.9-12.DL.2.2.2	Describe the principles of operant conditioning
SCI.9-12.DL.2.3.1	Describe the principles of observational and cognitive learning
SCI.9-12.C.1.2.1	Describe the differences between working memory and long-term memory
SCI.9-12.IV.1.1.3	Explain humanistic theories of motivation
NJSLSA.R1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.R7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W7.	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions:

1. What is the technical distinction between learning, memory and motivation?
2. What are the three types of learning processes and how are they different?
3. What are the macro-sociological issues raised by observational learning?
4. What are some effective retrieval strategies?



5. Who are the most famous psychologists associated with learning theory and what were their contributions?

Unit Enduring Understandings:

1. Basic cognitive processes include learning, memory, and motivation.
2. The types of learning processes include, classical conditioning, operant conditioning, and observational learning.
3. Psychologists strongly recommend positive reinforcement as an essential behavior modification method; then negative reinforcement, and punishment as a last resort.
4. Good study habits are essential to effect recall-and good grades.
5. Famous psychologists that have developed various theories of learning, include Ivan Pavlov, John Watson, B.F.Skinner, and Albert Bandura.

Unit Learning Targets: Students will be able to...

1. Identify and understand the processes at work in classical conditioning, operant conditioning, and observational learning.
2. Identify and understand some common effective retrieval strategies.
3. Identify and understand various theories and types of motivation.
4. Understand the basic contributions of Pavlov, Watson, Skinner and Bandura.

Evidence of Learning

Summative Assessment: Summary paper in which students identify aspects of classical and operant conditioning in their personal lives as well as the processes at work in both conditioning processes.

Equipment Needed: Laptops

Teacher Resources: Internet access & OnCourse

Formative Assessments:

- Quizzes
- Tests
- Case Studies
- Classwork
- Projects



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Lesson	Time Frame
Lesson 1 Classical Conditioning & Pupil Dilation	2 Days
Lesson 2 Memory Demonstration	2 Days
Lesson 3 False Memories	2 Days
Teacher Notes: Principles of both classical and operant conditioning operate in our daily lives, including stimulus discrimination, stimulus generalization, positive and negative reinforcement. Any student who has a pet or has ever received a favorable or bad report card can attest to that.	
Curriculum Development Resources/Technology Resources: Laptops, Internet access & OnCourse	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Classical Conditioning & Pupil Dilation Experiment
Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Cognitive Science

Integration of Technology: Internet access & OnCourse

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Understand principles and processes at work in classical conditioning and how they can appear in our everyday lives.	Lesson Sequence: - Review processes at work in classical conditioning. - Students participate in an in-class experiment.	- Closure assignment posted on OnCourse. - Formal test upon completion of unit.
Differentiation: Kinesthetic learning: student active participation; application of principles to specific student study habits and courses of study.		
Resources Provided: Laptops, Internet access & OnCourse		



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Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Memory Demonstrations **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: OnCourse & Internet access

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand what is meant by the "primacy, recency" effect, and the "meaningful organization" theory of memory. - Understand how "chunking" can facilitate long term memory.	Lesson Sequence: - Teacher directed notes - Students participate in memory and chunking demonstrations	Students apply principles learned to their courses of study. Then students write a brief paper in which they indicate how their new study habits impacted their grade.
Differentiation: Kinesthetic learning: student active participation; application of principles to specific student study habits and courses of study.		
Resources Provided: Laptops & Internet access		



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Lesson Plan 3 Template

Content Area: Psychology

Lesson Title: False Memories

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: History & Sociology

Integration of Technology: Internet research & OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand the processes at work in long term memory. - Understand that our long term memory is not totally accurate. - Recognize that our long term memory can be tricked into producing "false memories", through the power of suggestion and insinuation.	Lesson Sequence: - Review how the basic memory process works, including the different types of memory. - Video presentation False Memories	Students research instances of "false memory" cases and write a summary report.
Differentiation: Video & Internet research		
Resources Provided: Laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11-12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology

Grade Level: 11-12

Unit Title: Four: Intelligence

Unit Summary: There are several ways to define and measure intelligence. Subsequently, several theories of intelligence have emerged through the years.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: It is necessary to recognize that so called intelligence is more than just performing well on tests that measure intelligence or aptitude. Acting appropriately, or with a certain degree of emotional intelligence, is just as important. Recent history has demonstrated this as our society has been victimized by "intelligent" people making immoral business decisions.

Learning Targets

Standards:

SCI.9-12.C.3 - Intelligence

SCI.9-12.C.3.1 - Perspectives on intelligence

SCI.9-12.C.3.2 - Assessment of intelligence

SCI.9-12.C.3.3 - Issues in intelligence

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or



speaking.

Content Statements:

- A. There are a number of ways to measure intelligence.
 - 1. Achievement tests measure what we have learned in a certain course of study.
 - 2. Aptitude tests measure your potential or talent for certain activities.
 - 3. Personality tests measure interests and attitudes.
 - 4. IQ Tests measure intelligence in terms of a "mental age" in relation to one's "chronological age" and calculate a deviation IQ.
- B. There are certain ways to ensure the accuracy of test scores.
 - 1. Standardization ensures that different people taking the same test will receive the same set of instructions, time limits, questions and working conditions.
 - 2. Validity refers to whether a test measures what it is supposed to measure.
 - 3. Reliability refers to whether the results of a test are consistent over a certain time period.
- C. Because intelligence is difficult to define, a number of theories have emerged over time:
 - 1. Alfred Binet (1905) and Theodore Simon developed the Simon-Binet Intelligence scale which attempted to define intelligence in terms of an intelligence quotient, or MA divided by CA x100.
 - 2. Louis Thurstone identified seven distinct mental abilities: verbal meaning, perceptual speed, reasoning, mathematics, rote memory, word fluency, and spatial visualization.
 - 3. Robert Sternberg developed a "triarchic theory" of intelligence that consisted of analytic intelligence, creative intelligence, and practical intelligence.
 - 4. R. B. Cattell divides intelligence into fluid and crystallized intelligence; crystallized being fact oriented and fluid being problem solving skills.
 - 5. Charles Spearman proposed a two factor theory of intelligence.
 - 6. Howard Gardner proposed his theory of "multiple intelligences" consisting of linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and naturalist
 - 7. Daniel Goleman proposed his emotional theory of intelligence

CPI#:

SCI.9-12.C.3.1.1

SCI.9-12.C.3.1.3

SCI.9-12.C.3.3.2

SCI.9-12.C.3.1.2

NJSLSA.R1.

Cumulative Progress Indicator (CPI):

Discuss intelligence as a general factor

Describe the extremes of intelligence

Discuss the influences of biological, cultural, and environmental factors on intelligence

Discuss alternative conceptualizations of intelligence

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as



NJSLSA.R7.	inferentially, including determining where the text leaves matters uncertain.
NJSLSA.R9.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.W1.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W2.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W7.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.L1.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Unit Essential Questions:

1. What are some different intelligence tests, and what do they measure?
2. What are some ways to ensure standardization in test scores?
3. What are some common theories of intelligence, their components, and strengths and weaknesses?
4. In light of recent global economic and political events, should there be some sort of emotional or moral component to intelligence testing?
5. What factors contribute to intelligence?

Unit Enduring Understandings:

1. There is no clear cut definition of what so-called "intelligence" is or what factors make up intelligence.
2. Both hereditary and sociological factors contribute to intelligence.
3. It is difficult to define and measure intelligence as evidenced by the amount of theories regarding intelligence.
4. Society has been victimized by intelligent people who often do not act intelligently.

Unit Learning Targets:

Students will be able to:

1. Identify and define ways people attempt to standardize tests.
2. Identify various theories of intelligence, the components of each theory and their respective weak and strong points.
3. Develop their own intelligence tests.



4. Understand the factors, both biological, and socio-cultural that contribute to intelligence.

Evidence of Learning

Summative Assessment: Summary paper involving the history of intelligence tests, types of tests, and various issues involving tests.

Teacher Resources: Laptops & internet access

Formative Assessments:

- Quizzes
- Tests
- Notebook Checks
- Classwork
- Projects

Lesson Plans

Lesson	Time Frame
Lesson 1 Student Designed Intelligence Test	2 Days
Lesson 2 Gardner's Multiple Intelligences	2 Days
Lesson 3 Do Interest Inventories Help Determine Career Choice?	2 Days
Teacher Notes: Students should realize that "intelligence" is subjective and exceedingly difficult to define and measure	
Curriculum Development Resources/Technology Resources: Internet access	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Student Designed Intelligence Test **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Social Studies

Integration of Technology: Internet access & OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Recognize that intelligence is relative and difficult to define and measure. - Review various theories of intelligence. - Apply theories of intelligence in the formulation of their own intelligence test. - Understand the difference between the various types of intelligence tests.	Lesson Sequence: - Teacher directed notes on various types of tests including, aptitude, and achievement tests. - Review of common theories of intelligence.	Students working in CL groups develop their own intelligence tests.
Differentiation: Work in groups in the creation of their own tests		
Resources Provided: Laptops & samples of intelligence tests		



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Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Gardner's Multiple Intelligences **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology, History, Science

Integration of Technology: Internet access & OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Identify and understand Gardner's eight multiple intelligences.	Lesson Sequence: - Teacher directed notes on Gardner's Multiple Intelligences. - Students, working in groups, identify examples of each learning style.	- Students have a choice of two closure activities: - working in groups, students either design a poster illustration of the eight styles. - students design their own intelligence test, creating questions, which illustrate each of the intelligence styles.
Differentiation: Choice of formative assessment		
Resources Provided: Laptops		



Lesson Plan 3 Template

Content Area: Psychology **Lesson Title:** Interest Inventories and Career Choice **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Internet access & OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand the purpose of interest inventories. - Develop their own interest inventory. - Analyze the results of their own inventory.	Lesson Sequence: - Students choose a profession that they are interested in pursuing and find information about its requirements and responsibilities. - Students develop a series of questions that address and assess a person's interests in a particular profession. - Students administer inventory to classmates and analyze results. - Students ask classmates to see if they are interested in the same career. What is the predictive value of their inventory?	Development and analysis of interest inventory.
Differentiation: Application with creation of inventory		
Resources Provided: Laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11 - 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology **Grade Level:** 11 - 12 **Unit Title:** Five: Human Development

Unit Summary: Developmental Psychology is the study of how an individual matures, physiologically, emotionally, and cognitively over the life span. Our development, both physically and socially is both the product of our genes as well as our environment. It is the classic interaction of nature and nurture.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
 ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: The key to physical and emotional development is facing the challenges inherent in each stage of development and completing them. Understanding the various challenges and obstacles can help facilitate the process.

Learning Targets

Standards:

SCI.9-12.DL.1 - Life Span Development

SCI.9-12.DL.1.1 - Methods and issues in lifespan development

SCI.9-12.DL.1.2 - Theories of lifespan development

SCI.9-12.DL.1.3 - Prenatal development and the newborn

SCI.9-12.DL.1.4 - Infancy (i.e., the first two years of life)

SCI.9-12.DL.1.5 - Childhood

SCI.9-12.DL.1.6 - Adolescence

SCI.9-12.DL.1.7 - Adulthood and aging

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and



quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 8.1.12. - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Content Statements:

A. A number of theories have emerged to explain the maturational processes at work in human physical and emotional development.

1. Environmental influences such as maternal malnutrition, the consumption of tobacco, alcohol, and drugs, and maternal illness, can all have a harmful impact during prenatal development.
2. Jean Piaget proposed that humans develop cognitively as well as physically.
3. Lev Vygotsky emphasized the importance of social factors and shared activities in the learning process.
4. Lawrence Kohlberg's theory of moral development emphasized three stages; pre-conventional, conventional, and post-conventional.
5. Carol Gilligan identified distinct gender differences in areas of caring, moral development, and perception of others.
6. Erik Erikson proposed eight psychosocial stages of development covering the full span of human development.
7. Adolescence, a post industrial phenomenon, is a period of dramatic physical, social, emotional, and cognitive change.
8. Adulthood, can be divided into early, middle, and late stages of development, each with its own issues
9. Harry Harlow's classic study with Rhesus monkeys demonstrated the need to provide a nurturing environment in order to ensure psychological well being

CPI#: SCI.9-12.DL.1.1.4	Cumulative Progress Indicator (CPI): Describe the role of sensitive and critical periods in development
SCI.9-12.DL.1.1.2	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
SCI.9-12.DL.1.2.1	Discuss theories of cognitive development



SCI.9-12.DL.1.2.1	Discuss theories of moral development
SCI.9-12.DL.1.2.2	Discuss theories of social development
SCI.9-12.DL.1.2.3	Describe newborn's' reflexes, temperament, and abilities
SCI.9-12.DL.1.3.2	Describe physical and motor development
SCI.9-12.DL.1.4.1	Describe social, cultural, and emotional development through childhood
SCI.9-12.DL.1.5.3	Discuss the role of family and peers in adolescent development
SCI.9-12.DL.1.6.4	Describe cognitive changes in adulthood and aging
SCI.9-12.DL.1.7.2	Discuss social, cultural, and emotional issues in aging

Unit Essential Questions:

1. What is the effect of maternal consumption of alcohol, drugs, and tobacco in prenatal development?
2. What are the four stages of Piaget's cognitive development and what is a key developmental milestone of each stage?
3. How does our cognitive development correspond to our sense of morality?
4. What are the major issues of adolescence and where can adolescents go to seek help?
5. What are the eight stages of Erikson's Psychosocial Stages of Development, and what is the key developmental issue of each stage?
6. What are some of the key issues facing adults?
7. What is thanatology?
8. How do nature and nurture interact to shape the individual?

Unit Enduring Understandings:

1. It is absolutely essential for an expectant mother to refrain from using tobacco, alcohol, and other drugs during pregnancy.
2. Parents need to provide a nurturing environment in order to ensure physical and psychological well being.
3. Psychological and physiological well being is a product of both heredity and sociological factors.
4. Various stages of life present various challenges which must be met and overcome to ensure psychological well being.
5. Steps taken during adolescence and early adulthood regarding personal and career paths go a long way to ensure peace of mind and "ego integrity" during late adulthood.

Unit Learning Targets: Students will be able to...

1. Identify environmental factors that are harmful to the unborn child.
2. Identify the four stages of Piaget's Cognitive Development and key developmental milestones of each stage.
3. Identify the three stages of Kohlberg's Moral development and what characterizes each stage.



4. Recognize the early signs of adolescent depression.
5. Identify the "do's and don'ts" of handling someone who appears to be depressed.
6. Identify the eight stages of Erikson's Psychosocial Stages of Development and the key developmental issues of each stage.
7. Identify Marcia's Identity Characteristics of adolescence.
8. Identify the various support mechanisms available to high students both in the high school and the community

Evidence of Learning

Summative Assessment: Students write a summative essay in which they identify various life stages and three key developmental milestones or issues of each stage. Students should include some personal/professional goals as well.

Equipment Needed: Laptops

Teacher Resources: Internet access

Formative Assessments:

- Quizzes
- Tests
- Notebook Checks
- Classwork
- Projects



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Lesson Plans	
Lesson	Time Frame
Lesson 1 Secrets of the Wild Child	2 Days
Lesson 2 Harlow's Experiments With Rhesus Monkeys	2 Days
Lesson 3 The Adolescent Depressed Personality	2 Days
Teacher Notes: Key physiological and psychological issues exist at each life stage.	
Curriculum Development Resources/Technology Resources: Laptops, Internet access & OnCourse	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Secrets of the Wild Child **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Internet access & OnCourse

Equipment Needed: Video: "Secrets of the Wild Child"

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Understand the effects of extreme social isolation on the young child, including language development.	Lesson Sequence: - Teacher reviews with students the "nature v nurture" debate. - Video presentation: "Secrets of the Wild Child."	Assignment on OnCourse in which students identify characteristic behaviors of Genie's case study, especially the impact of her extreme social isolation on her ability to speak and understand language.
Differentiation: Internet access & video presentation		
Resources Provided: Laptops & Internet access		



Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Harlow's Experiments With Monkeys **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: YouTube video

Equipment Needed: Overhead projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will able to: - Identify and discuss aspects of Harlow's Experiments with Rhesus Monkeys. - Understand the importance of fostering a nurturing environment for children.	Lesson Sequence: - Review various attachment theories, and the nature vs nurture debate. - Show Harlow's experiments with Rhesus Monkeys readily available on "You Tube".	Assignment posted on OnCourse.
Differentiation: YouTube video with captions on		
Resources Provided: Laptops		



Lesson Plan 3 Template

Content Area: Psychology **Lesson Title:** The Adolescent Depressed Personality **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Laptops & Internet access

Equipment Needed: Video: "A Cry for Help"

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify the warning signs of someone suffering from a major depressive episode. - Identify the sociological "triggers" of a major depressive episode. - Identify the support mechanisms available both in the school and in the community. - Understand what your responsibility is in attempting to assist someone suffering from a major depressive episode.	Lesson Sequence: - Review with students the difference between being temporarily depressed as opposed to suffering a major depressive episode. - Show "A Cry for Help".	Questions posted on OnCourse.
Differentiation: Video presentation		
Resources Provided: Laptops & Internet access		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x	☐	☐
Allow for student choice	x	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	x	☐	☐
Integrate global perspectives	x	☐	☐
Integrate 21st century skills	x	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x	☐	☐
Are varied to address different student learning styles and preferences	x	☐	☐
Are differentiated based on student needs	x	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x	☐	☐
Provide opportunities for student reflection and self- assessment	x	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	x	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11 - 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology **Grade Level:** 11 - 12 **Unit Title:** Six: Personality and Assessment

Unit Summary: Personality is defined as a set of relatively enduring behavioral characteristics and internal predispositions that describe how we react to the social environment.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: Understanding the various theories of personality can greatly facilitate our understanding of behavior.

Learning Targets

Standards:

SCI.9-12.IV.3 - Personality

SCI.9-12.IV.3.1 - Perspectives on personality

SCI.9-12.IV.3.2 - Assessment of personality

SCI.9-12.IV.3.3 - Issues in personality

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 8.1.12. - All students will use digital tools to access, manage, evaluate, and synthesize information in



order to solve problems individually and collaborate and to create and communicate knowledge

Content Statements:

A. Through the years various theories have emerged to explain the development of personality-each from their own perspective;

1. Psychoanalytic Theory, first proposed by Sigmund Freud, emphasizes unconscious motives, and the Psychosexual Stages of Development as the key to personality.
2. Neo-Freudians agreed with Freud's unconscious motives as a key to personality but broke with Freud over Freud's emphasis on sex, and his negative view of women and human nature.
 - A. Carl Jung expanded Freud's theory to include a collective unconsciousness based on historical figures called archetypes.
 - B. Alfred Adler developed the notion of birth order as a key to personality and said men develop a masculine protest to hide an inferiority complex.
 - C. Karen Horney said women are particularly prone to anxiety and develop a neurotic need for love and attention.
3. The Humanistic approach places emphasis on the unique qualities of the individual and our fundamental need to accomplish goals.
 - A. Abraham Maslow developed his "Hierarchy of Needs" and self-actualization.
 - B. Carl Rogers said the key to a happy personality is to have a positive view of one's self, which begins with unconditional love from one's parents.
4. Trait theories emphasize qualities and characteristics that set us apart from other individuals.
 - A. Gordon Allport suggested there are three types of traits; cardinal, central, and secondary.
 - B. The Big Five Theory of personality says there are five broad based character traits along with their opposite trait that all individuals possess.
 - C. Raymond Cattell said the Big Five was too limited and proposed his "16 Source Trait" Personality Theory.
5. Behavioral theory suggests that personality develops as individuals learn from the environment, including Classical conditioning, Operant Conditioning, and Observational Learning.
6. Cognitive theory of personality development emphasizes the interaction of thoughts and behavior, including our locus of control, feelings of self efficacy and our self-schemata.

B. Personality assessment is the means by which individual differences among human beings are evaluated, and include objective personality tests, projective tests, and behavioral assessment tests.

CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.IV.3.1.1	Evaluate psychodynamic theories
SCI.9-12.IV.3.1.2	Evaluate trait theories
SCI.9-12.IV.3.1.3	Evaluate humanistic theories
SCI.9-12.IV.3.1.4	Evaluate social-cognitive theories



SCI.9-12.IV.3.2.1	Differentiate personality assessment techniques
SCI.9-12.IV.3.3.1	Discuss biological and situational influences
SCI.9-12.IV.3.2.2	Discuss the reliability and validity of personality assessment techniques Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.R1.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R7.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.R.9.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W2.	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
NJSLSA.W7.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Unit Essential Questions:

1. What are some common theories of personality development and their main characteristics?
2. How is our personality determined by hereditary and environmental factors?
3. What are some key personality measurement techniques?

Unit Enduring Understandings:

1. Personality is shaped by a combination of hereditary and environmental factors.
2. To ensure success it is essential to maintain a positive locus of control and a positive sense of self efficacy.



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3. While we may possess certain enduring characteristics our personality can change over time due to our experiences in the social environment.

Unit Learning Targets: Students will be able to...

1. Identify hereditary and environmental influences on the development of personality.
2. Identify the various theories of personality.
3. Identify various projective techniques and understand their role in identifying personality problems.

Evidence of Learning

Summative Assessment: Students create a chart summarizing key points of the various theories of personality development.

Teacher Resources: Laptops

Formative Assessments:

- Quizzes
- Tests
- Notebook Checks
- Classwork
- Projects

Lesson Plans

Lesson	Time Frame
Lesson 1 Freud's Psychodynamic Theories Of Personality Development	One Week
Lesson 2 Adler's Birth Order Theory	2 Days
Lesson 3 Extraversion vs. Introversion	2 Days
Teacher Notes: Through the years a number of theories have developed to explain the development of personality	
Curriculum Development Resources/Technology Resources: Internet access	



Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Freud's Theories of Personality Development **Time Frame:** One Week

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Internet & OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Identify and understand key theories of Freud's Psychodynamic Theory of Personality Development. - Analyze their own behavior in relation to certain aspects of Freud's theories.	Lesson Sequence: - Group activity- students research aspects of Freud's theories; each group responsible for one aspect of Freud's theories. - Jigsaw: Individuals learn a particular aspect of Freudian Theory, and teach it to the group.	Students analyze their own behavior in accordance with one aspect of Freud's theories.
Differentiation: Group Activity: application closure assignment in place of test		
Resources Provided: Laptops		



Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Adler's Birth Order Theory **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Internet access

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand and identify aspects of Adler's Birth Order Theory. - Create their own family birth order tree and analyze family member's behavior in accordance with birth order theory.	Lesson Sequence: - Teacher directed notes on Adler's theory. - Student research on current birth order theory.	- For closure assignment: students create a birth order tree identifying family members. - Students analyze the behavior of family members in accordance with birth order theory.
Differentiation: Research project in place of test		
Resources Provided: Laptops		



Lesson Plan 3 Template

Content Area: Psychology **Lesson Title:** Extraversion vs. Introversion **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: OnCourse

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand what is meant by introversion vs extroversion traits of personality. - Understand situational forces at work in our behavior and personality.	Lesson Sequence: - Review trait theory with students including what is meant by the so-called "Big Five" theory of personality development. - Ask students if their behavior is consistent in all situations. What situational forces may impact and affect their behavior? Is their behavior consistent in all situations?	- Have students observe and analyze the behavior of family members or friends. - Do they act the same in all situations? Are they more outgoing in certain situations and more reserved in others? - Students keep a log and write a summary.
Differentiation: Closure project		
Resources Provided: Laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11 - 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology **Grade Level:** 11 - 12 **Unit Title:** Seven: Abnormal Psychology

Unit Summary: Abnormal psychology deals with the assessment, treatment, and prevention of maladaptive behavior. As such, it is the study of mental illness.

Primary Interdisciplinary Connections: ELA

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
 ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: Our society has been victimized recently by the maladaptive behavior of individuals. On the micro level we all know people who are going through difficult times. By understanding the causes and types of various mental illnesses, we can hope to assist those in need in order to prevent future tragedies.

Learning Targets

Standards:

SCI.9-12.IV.4 -Psychological Disorders

SCI.9-12.IV.4.1 - Perspectives on abnormal behavior

SCI.9-12.IV.4.2 - Categories of psychological disorders

SCI.9-12.APS.1 - Treatment of Psychological Disorders

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



Content Statements:

A. Abnormal Psychology deals with the study of mental illness.

1. The medical model treats mental illness as any other illness, with its own etiology, diagnosis, prognosis, and epidemiology. Most importantly the medical model implies that a mental illness can be treated and, if not totally cured, its symptoms reduced.
2. The psychodynamic theory of mental illness views various mental illnesses as a failure to overcome unconscious issues or motives.-in particular physical, and or sexual abuse as a child.
3. Behavioral theories point to learning experiences in our environment, and how they might have a negative impact on our behavior or mood.
4. Socio-cultural models try to determine which maladaptive behavior is cross cultural and which maladaptive behavior is cultural specific.
5. The legal model attempts to define mental illness in terms of sanity and insanity.

B. Abnormal behavior has been viewed and treated differently throughout history.

1. In modern times a key development was the necessity to treat WWII servicemen returning from battle, and the subsequent development of clinical psychology.

C. The American Psychiatric Association characterizes mental disorders in the DSM IV (The Diagnostic and Statistical Manual of Mental Disorders).

1. Anxiety disorders include generalized anxiety disorder, phobias, and obsessive compulsive disorder.
2. Mood disorders include major depressive disorder, and bipolar disorder.
3. Somatoform disorders are characterized by physical symptoms for which no physical cause is evident, and also include hypochondria and conversion reaction.
4. Dissociative disorders involve alterations in consciousness, memory, and identity.
5. Personality disorders are long standing and maladaptive ways of dealing with the environment.
 - A. There are a host of personality disorders including, paranoid, narcissistic, histrionic, anti-social and borderline.
6. The schizophrenias include a group of disorders characterized by hallucinations, delusions, and a decline in social and intellectual functioning.
 - A. The various schizophrenias include disorganized, catatonic, paranoid, and undifferentiated.

CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.IV.4.1.1	Define psychologically abnormal behavior
SCI.9-12.IV.4.1.3	Describe major models of abnormality
SCI.9-12.IV.4.2.1	Describe the classification of psychological disorders
SCI.9-12.IV.4.2.3	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
NJSLSA.R.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially,



	including determining where the text leaves matters uncertain.
NJSLSA.R7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TECH 8.1.12	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Unit Essential Questions:

1. If we consider mental illness like any other physiological illness, to what extent can various mental illnesses be prevented, treated, and cured?
2. Is mental illness more biologically based or sociologically based?
3. As professional educators-and parents, are there early signs of mental illness in children, adolescents, and young adults?
4. What societal support mechanisms are in place to provide comfort to those suffering from mental illness?

Unit Enduring Understandings:

1. We should attempt to remove the uncomfortableness or uncertainty regarding mental illness and attempt to view it in the same way we would view any physiological illness.
2. The mental model asserts that mental illness can be regarded in the same way as any physical illness, capable of being prevented, treated, and cured.
3. While the term "abnormal psychology" may imply violation of societal norms, abnormal psychology is the study of mental illness. Violating social norms does not necessarily mean you are mentally ill.



4. It would appear that sociological triggers combined with biological predispositions is the route of mental illness.

Unit Learning Targets: Students will be able to...

1. Define what is meant by etiology, diagnosis, prognosis, and epidemiology when referring to mental illness.
2. Identify and define various mental illnesses, along with their general characteristics.
3. Identify support groups available to adolescents both in and outside the school.
4. Identify the early warning signs of adolescent depression.

Evidence of Learning

Summative Assessment: Students will conduct research on mental disorders. From a neurological standpoint, what are the latest findings?

Equipment Needed: Laptops

Teacher Resources: Supplemental texts

Formative Assessments:

- Quizzes
- Tests
- Notebook Checks
- Classwork
- Projects

Lesson Plans

Lesson	Time Frame
Lesson 1 Medical Model Of Psychological Disorders	2 Days
Lesson 2 Stress And Illness	2 Days
Lesson 3 Phobic Disorders	2 Days

Teacher Notes: We need to change our attitudes towards mental illness and look at them in the same manner and outlook we would view any other physiological illness.

Curriculum Development Resources/Technology Resources: Internet access & OnCourse



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Medical Model of Psychological Disorders **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Biology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand what is meant by the medical model of mental disorders. - Identify characteristics of the medical model including diagnosis, prognosis, etiology, and epidemiology. - Conduct research on a particular illness identified above.	Lesson Sequence: - Review with students the medical model of mental illness. - Review characteristics of the medical model.	Research on some mental disorders, identifying the etiology, diagnosis, prognosis and epidemiology.
Differentiation: Group Internet research		
Resources Provided: Laptops		



Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Stress and Illness **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Biology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - As part of a group, identify everyday, common stressors in their lives. - Formulate a stress rating scale for each of the "stressors" they identify. - Conduct research on the effect of stress on physical well being. - Identify possible coping strategies.	Lesson Sequence: - Have students identify common stressors. - Divide class into groups.	Assignment in line with objectives identified earlier.
Differentiation: Group internet research		
Resources Provided: Laptops		



Lesson Plan 3 Template

Content Area: Psychology

Lesson Title: Phobic Disorders

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & Biology

Integration of Technology: Internet research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand what is meant by phobic disorders. - Conduct Internet Research identifying some common phobic disorders. - Identify some phobias they may have and. - Identify how those phobias might have been acquired.	Lesson Sequence: - Review with students what phobic disorders are. - Have students conduct Internet research.	Closure assignment in line with objectives.
Differentiation: Internet research		
Resources Provided: Laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11 - 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



Unit Overview Template

Content Area: Psychology

Grade Level: 11 - 12

Unit Title: Eight: Social Psychology

Unit Summary: Social psychology is concerned with the study of human nature and how that can be influenced by individual vs group behavior, the need to conform, and blind obedience to authority.

Primary Interdisciplinary Connections: ELA

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: History can provide numerous instances when individuals either chose to, or fell victim to mob ideology-often with tragic micro and macro societal consequences.

Learning Targets

Standards:

SCI.9-12.SC.1 - Social Interactions

SCI.9-12.SC.1.1 - Social cognition

SCI.9-12.SC.1.2 - Social influence

SCI.9-12.SC.1.3 - Social relations

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.

NJSLSA.R2. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W6. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECH 8.1.12. - All students will use digital tools to access, manage, evaluate, and synthesize information in



order to solve problems individually and collaborate and to create and communicate knowledge

Content Statements:

- A. The infamous Milgram Shock Experiments and Stanford Prisoner Guard Experiments, illustrate that human nature can be easily influenced and manipulated.
 - 1. Milgram discusses how we have a tendency to blindly follow authority, especially when one takes away the responsibility of our actions.
 - 2. The Stanford Prisoner-Guard Experiment illustrates the potential for one to abuse his status and role.
- B. The Asch Experiment illustrates the need to conform to a group or groupthink.
- C. Diffusion of responsibility occurs when individuals don't take appropriate action to help those in need but rather wait for others to act. This is often referred to as social loafing.
- D. Deindividuation occurs when people lose individual responsibility and accountability for their actions when acting as part of a larger mob.

CPI#:	Cumulative Progress Indicator (CPI):
SCI.9-12.SC.1.2.1	Describe the power of the situation
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.1.3.1	Discuss the nature and effects of stereotyping, prejudice, and discrimination
SCI.9-12.SC.1.3.2	Describe determinants of prosocial behavior
SCI.9-12.SC.1.3.3	Discuss influences on aggression and conflict
NJSLSA.R.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
NJSLSA.R7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
NJSLSA.R.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and



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NJSLSA.W7.	analysis of content. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Unit Essential Questions:

1. What is the significance of the Milgram, Stanford Prisoner-Guard, and Asch experiments?
2. What are some cases or situations when society was victimized by groupthink and deindividuation?

Unit Enduring Understandings:

1. While we should respect and obey authority for the most part, we should not obey malevolent authority.
2. We should always make sure not to take advantage of our status-and roles, associated with that status.
3. History is filled with events illustrating both groupthink and deindividuation-often with tragic consequences.

Unit Learning Targets: Students will be able to...

1. Define and understand what is meant by deindividuation, groupthink, and diffusion of responsibility-and identify historical examples.
2. Discuss and analyze the significance of the Milgram, Asch, and Stanford Prisoner-Guard Experiments.

Evidence of Learning

Summative Assessment: Current events research on some event demonstrating groupthink, deindividuation, bystander apathy, or abuse of roles.

Equipment Needed: Laptops

Teacher Resources: Supplemental texts

Formative Assessments:

- Quizzes
- Tests
- Notebook Checks
- Classwork
- Projects



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Lesson	Time Frame
Lesson 1 The Milgram Shock Experiment	2 Days
Lesson 2 The Stanford Prisoner-Guard Experiment	2 Days
Lesson 3 Groupthink	2 Days
Teacher Notes: Students must recognize the distinction between good and malevolent authority, and be careful not to be the victim of an abusive relationship, or abuse their own status.	
Curriculum Development Resources/Technology Resources: Internet access & OnCourse	



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Lesson Plan 1 Template

Content Area: Psychology **Lesson Title:** Milgram Shock Experiment **Time Frame:** 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Laptops

Equipment Needed: Videos of both experiments or access to YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand the nature of the Milgram Experiment and humans tendency to follow blindly, authority figures. - Understand the issue of ethics in scientific research and take a position regarding the Milgram. - Understand the frailty of human nature.	Lesson Sequence: - Present background to students, explaining methodologies of Milgram and Milgram's real intentions behind the experiment. - Present video of original Milgram and the updated version. - Discuss the results.	Questions posted on OnCourse, including a compare/contrast of the original experiment vs the remake in 2007.
Differentiation: Video presentation for closure assignment		
Resources Provided: Laptops		



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Lesson Plan 2 Template

Content Area: Psychology **Lesson Title:** Stanford Prisoner-Guard Experiment **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology

Integration of Technology: Internet access

Equipment Needed: Videos or access to YouTube

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Understand status and roles and the potential abuse of the same in authority. - Apply the lessons of this experiment to their personal lives.	Lesson Sequence: - Review the definitions of roles and status. - Point out how society has been victimized by individuals taking advantage of their status. - Show video on the Stanford prisoner-Guard Experiment.	Assignment posted on OnCourse.
Differentiation: Video presentation		
Resources Provided: Laptops		



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Lesson Plan 3 Template

Content Area: Psychology

Lesson Title: Groupthink

Time Frame: 2 Days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections: Sociology & History

Integration of Technology: Internet research

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: Understand groupthink and how it affects human behavior.	Lesson Sequence: Define what groupthink is and explain how it affects human behavior.	Closure: Research historical events in which they explain how groupthink played a role.
Resources Provided: Laptops		
Differentiation: Internet research		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Psychology	Grade Level: 11 - 12	Course Title: Psychology
Created: Samantha Ally	Board Approved on:	



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.