

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Honors Psychology – Ramapo College
Dual Enrollment Program**

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

Honors Psychology: Course Description

Psychology is defined as the “scientific study of mental processes and behavior.” In other words, it is the study of what we do and why we do it. Through a pioneering partnership with Ramapo College of New Jersey, the Pascack Valley Regional High School district is able to offer an honors level Psychology course in which students have the opportunity to earn four undergraduate college credits. Units of study include but are not limited to the following: founding principles, the biology of behavior, variations of consciousness, developmental psychology, learning, memory, sensation and perception, motivation and emotion, personality theories, psychological disorders, and social psychology. Throughout the course students will be given frequent opportunities to identify and work on personal weaknesses, cultivate strengths, and hone the skills that will make them happier, healthier, and more successful human beings. Students will also develop critical thinking, research, and writing skills that are transferable to other endeavors. While Psychology is certainly a practical and useful area of study on its own, it is becoming increasingly clear that there is a multitude of connections to nearly every other academic and career field, including Sociology, Organizational Leadership, Business Management, Advertising, Political Science, Economics, Biology, Education, and Medicine, to name a few. Overall, Psychology gives students the opportunity to acquire quite possibly the most important life skill they will ever need: the ability to better understand themselves and others.

Student Outcomes:

After successfully completing this course, the student will:

- Develop familiarity with the language of psychology
- Develop an understanding of psychology and how it relates to individuals and small groups
- Trace the origins of psychology from ancient to modern day systems
- Demonstrate the use of the experimental method and the use of interviews, tests, surveys, and case studies
- Understand the various schools of thought on the development of personalities
- Explain psychological disorders, their causes, and various models of treatment
- Understand the forces that have affected our lives and how we can learn to help ourselves lead a fuller and richer life

Interdisciplinary Connections

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to enhance learning and skill building. Other suggestions for interdisciplinary connections:

- Mathematics and Business can be combined with statistics, normal curves, Z scores
- AP Bio on lessons concerning neurotransmission, neurotransmitters, etc.
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will work with the library media specialist on various research units

Course: Honors Psychology

PVRHSD CURRICULUM MAP

Grade Level: 12

*There are no NJSLS for Psychology. Course follows Ramapo College syllabus for Psychology 101. Course will follow [*National Standards For High School Psychology Curricula*](#)

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

UNIT 1: THE FOUNDATIONS OF PSYCHOLOGY: HISTORY, BASIC CONCEPTS, AND RESEARCH METHODS**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Define psychology in terms of content and field of practice. 2. Discuss the history of psychology and its theoretical foundations. 3. Explore the uses and applications of psychology in careers both inside and outside of psychology. 4. Explain the ethical standards psychologists must adhere to in their research. 5. Demonstrate a basic understanding of the various methods used in psychological research. 6. Demonstrate a basic understanding of statistical principles utilized in psychological research. 7. Evaluate the shortcomings of intuition and common sense in understanding human behavior. 8. Create and design research studies using a variety of methods. 	<p>Textbook [T.B.]: Myers, David G., and C. Nathan DeWall. <i>Exploring Psychology</i>. 10th ed. New York: Worth, 2016. (Chapter 1: Thinking Critically With Psychological Science)</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings from other books and print/online publications, especially about current news relating to psychology</p> <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Psychology career fair role-playing activity • Create a motto for Psychology • Celebrity psychology in-class activity: analyze people in the news by using the modern perspectives of psychology • “Touching Experiment” to identify different components of experimental research • Incorporate statistics, possible collaboration with mathematics teacher • Analysis of the Milgram and Zimbardo experiments to demonstrate ethical standards • <i>Good Will Hunting</i> film analysis: Analyze Will’s character using three different schools of thought • Create, design, and carry out research project proposals using a variety of methods; submit for publication to the Whitman Journal of High School Psychology <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • The danger of mixing up causality and correlation: Ionica Smeets at TEDxDelft 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<ul style="list-style-type: none"> • Milgram Obedience Study • Power of the Situation <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 2: THE BIOLOGY OF BEHAVIOR

Time - 3 Weeks

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Identify the components of the nervous system and the brain that are pertinent to the understanding of psychology. 2. Describe the various parts of the neuron and their functions. 3. Explain how neurons communicate at neural synapses. 4. Explain the basic functions of various brain parts and their interactions with other body systems. 5. Explain the importance of infant and early childhood experiences in the development of the brain and the effect on, intelligence, personality, and emotions. 6. Discuss the unique strengths and weaknesses of the teenage brain and the challenges of navigating adolescence and early adulthood with an incomplete and immature brain. 7. Identify differences between the male and female brain structures and functions. 8. Summarize evidence on the brain's plasticity over the lifespan. 9. Discuss the causes of brain damage, including tumors, strokes, traumatic brain injuries, and infections. 10. Discuss unusual clinical stories about the brain, from authors such as Dr. Oliver Sacks and V.S. Ramachandran. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 2: The Biology of Behavior</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings include:</p> <ul style="list-style-type: none"> • Livermore, Beth. "Build a Better Brain." <i>Psychology Today</i>. Sussex Publishers, 1 Sept. 1992. • Katsnelson, Alla. "Hopeful Currents." <i>Psychology Today</i>. Sussex Publishers, 6 Jan. 2015. • Hamilton, Jon. "A Man's Incomplete Brain Reveals Cerebellum's Role in Thought and Emotion." <i>NPR</i>. NPR, 16 Mar. 2015. • Case studies written by Dr. Oliver Sacks: <i>The Last Hippie</i>, <i>Bolt From The Blue</i>, <i>The Man Who Mistook His Wife For a Hat</i>, <i>Awakenings</i>, etc. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Build-A-Brain: Create a 3-D model of the brain using Play-Doh • Analyze case studies, e.g. Phineas Gage • Neuron dance and song to explain synaptic communication between neurons • Online interactive animations of neurotransmitters <p>Film(s):</p> <ul style="list-style-type: none"> • <i>The Secret Life of the Brain</i> (PBS) • <i>Brain Games</i> (National Geographic) • <i>The Brain: The Story of You</i> (PBS) • <i>Head Games: The Global Concussion Crisis</i> • <i>Secrets of the Mind</i> (NOVA) • <i>Awakenings</i> 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • Can people become addicted to texting? • Ode to the Brain by Symphony of Science • Girl Living with Half Her Brain • Phineas Gage didactic 2 • The effect of music on the brain (NOVA) <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 3: VARIATIONS IN CONSCIOUSNESS**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Discuss the nature and evolution of consciousness. 2. Discuss the relationship between consciousness and EEG activity. 3. Describe how the sleep cycle evolves through the night. 4. Compare and contrast REM and NREM sleep; explain the special significance of REM sleep. 5. Summarize how culture and age influence and impact sleep patterns. 6. Discuss the psychological and physiological reasons why we need sleep and the reasons for the modern sleep deprivation crisis facing teens and adults. 7. Identify and diagnose sleep disorders, e.g. narcolepsy, sleep apnea, somnambulism, night terrors; explain prevalence, causes, symptoms, treatment methods. 8. Discuss the nature of the dreams and identify and explain at least three different theories pertaining to dreaming. 9. Discuss the principles of hypnosis and its applications, as well as meditation, biofeedback, sensory deprivation, and other altered states of consciousness. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 3: Consciousness and the Two-Track Mind</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • “The Lost Hour” (a chapter from the book <u>Nurture Shock</u>) • Korones, Sarah. "Mind Your Body: Blue Light and Sleepless Nights." <i>Psychology Today</i>. Sussex Publishers, 1 Jan. 2012. • Bury, Chris, and Roxanna Sherwood. "Parasomnias: The Science of Unsound Sleep." <i>ABC News</i>. ABC News Network, 27 Nov. 2007. • "Backgrounder: Later School Start Times." <i>Later School Start Times: Benefits & Cons</i>. National Sleep Foundation, 2016. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Keep and analyze sleep logs and dream journals • Conduct surveys on sleep and create a public awareness campaign for sleep education <p>Film(s):</p> <ul style="list-style-type: none"> • What Are Dreams? (NOVA) • Sleepwalk Crimes (Discovery Channel) • Sleepwalk with Me <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation</p>	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	
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UNIT 4: DEVELOPING THROUGH THE LIFE SPAN**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Identify basic developmental milestones in the lives of infants and children. 2. Describe general principles of motor development and cultural variations in motor development. 3. Describe Harlow's and Bowlby's views on attachment. 4. Discuss Piaget's cognitive development theory and its weaknesses. 5. Describe Vygotsky's sociocultural theory of cognitive development. 6. Discuss parenting styles and different approaches to raising children that are in vogue today, from free-range to helicopter parenting. 7. Discuss Adler's theory of birth order and explain the impact siblings could have on personality development. 8. Discuss Kohlberg's theory of moral development and discuss the strengths and weaknesses of Kohlberg's theory. 9. Outline Erikson's stages of development. 10. Describe typical transitions in family relations during the adult years. 11. Describe the physical changes associated with aging and the evidence on Alzheimer's disease. 12. Describe how intelligence, memory, and mental speed change in later adulthood. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 4: Developing Through the Life Span</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Kluger, Jeffrey. "The Power of Birth Order." <i>Time</i>. Time Inc., 17 Oct. 2007. • Excerpt from <i>Born to Rebel</i> <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Evaluate moral scenarios (Kohlberg) • Assimilation vs. accommodation (Piaget): Have students define what a pen is and write the term on the board. Then present different types of pens and determine if the definition needs to be altered. Relate to how younger children organize information. • Piaget Stage Theory: Create a scenario that corresponds with a level of preoperational development • Erikson Stages of Development: Create a soundtrack that corresponds to the the different stages of development <p>Film(s):</p> <ul style="list-style-type: none"> • <i>Secrets of a Wild Child</i> • <i>The Hubley Collection: Everybody Rides the Carousel</i> • <i>Temple Grandin</i> 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • Monkeys and Morality: Crash Course Psychology #19 <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 5: PERSONALITY**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Define the construct of personality in terms of consistency and distinctiveness. 2. Explain what is meant by a personality trait and describe the five-factor model of personality (Buss). 3. List and describe the three components into which Freud divided the personality and indicate how these are distributed across the level of awareness. 4. Explain the preeminence of sexual and aggressive conflicts in Freud's theory and describe the operation of defense mechanisms. 5. Outline Freud's psychosexual stages of development and their theorized relations to adult personality. 6. Summarize the revisions of Freud's theory proposed by Jung and Adler. 7. Summarize the strengths and weaknesses of the psychodynamic approach to personality. 8. Analyze the humanistic theories of personality developed by Rogers and Maslow. 9. Summarize the strengths and weaknesses of the biological approach to personality. 10. Describe the MMPI, 16PF, and NEO Personality Inventory and summarize the strengths and weaknesses of self-report inventories. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 13: Personality</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Kalib, Claudia. "The Therapist as Scientist." <i>Newsweek</i>. Newsweek LLC, 26 Mar. 2006. • Didato, Salvatore V. <u>The Big Book of Personality Tests</u>. New York: Black Dog & Leventhal, 2003. Print. • McGowan, Kat. "The Second Coming of Sigmund Freud." <i>Discover Magazine</i>. Kalmbach Publishing, 6 Mar. 2014. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Create skits that exemplify different defense mechanisms (Freud) • Online personality tests • "Big Personality Project," students complete research and present their findings to the class <p>Film(s):</p> <ul style="list-style-type: none"> • A&E Biography of Sigmund Freud • Phineas and Ferb (Season 3, Episode 32), "Monster from the Id" <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • Rorschach & Freudians: Crash Course Psychology #21 • Measuring Personality: Crash Course Psychology #22 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 6: SENSATION AND PERCEPTION**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Discuss the subjectivity of form perception, explain the concept of feature analysis, and distinguish between top-down processing and bottom-up processing. 2. Define transduction and explain the connection to sensory processing. 3. Explain how stimulus intensity is related to absolute thresholds. 4. Explain the basic thrust of signal-detection theory. 5. Summarize evidence on perception without awareness and discuss the practical implications of subliminal perception. 6. Discuss how perceptual sets influence what we see and hear. 7. Explain the basic premise of Gestalt psychology and describe Gestalt principles of visual perception. 8. Explain the biological, psychological, and social-cultural influences that effect the experience of pain. 9. Identify how hypnosis and placebos can be used to regulate pain. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 6: Sensation and Perception</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • "Out of Sight, Not Out of Mind." <i>Psychology Today</i>. Sussex Publishers, 1 Jan. 1993. • Kornell, Nate. "Hidden Messages in Music and the Trayvon Martin Case." <i>Psychology Today</i>. Sussex Publishers, 29 Aug. 2012. - Milner, Jeff. "Backmasking." <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Show subliminal messages used in Disney: Aladdin, The Little Mermaid, Lion King • Watch the Wizard of Oz with Pink Floyd's Dark Side of the Moon <p>Film(s):</p> <ul style="list-style-type: none"> • Saved by the Bell (Season 1, Episode 14), "The Zach Tapes" • Simpsons (Season 12, Episode 14), "New Kids on the Bleech" <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • Sensation & Perception - Crash Course Psychology #5 • Perceiving is Believing - Crash Course Psychology #7 • Altered States - Crash Course Psychology #10 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

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UNIT 7: LEARNING**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Describe Pavlov's demonstration of classical conditioning and the key elements in this form of learning. 2. Discuss how classical conditioning may shape phobias and physiological processes. 3. Describe the classical conditioning phenomena of acquisition, extinction, and spontaneous recovery. 4. Describe the processes of generalization and discrimination and summarize the classic study of Little Albert. 5. Discuss the nature of operant responding in comparison to the types of responding typically governed by classical conditioning. 6. Describe Thorndike's work and explain his law of effect. 7. Discuss the work of B.F. Skinner and the principles of operant conditioning as they operate in theory as well as in practice. 8. Distinguish between primary and secondary reinforcers. 9. Identify various types of schedules of reinforcement and discuss their typical effects on responding. 10. Explain the distinction between positive and negative reinforcement. 11. List the basic processes in observational learning and discuss Bandura's view on whether reinforcement affects learning or performance. 12. Discuss research on observational learning as it relates to the controversy about the effects of media violence. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 7: Learning</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Baar, Karen. "Mind Your Body: Pain, Pain, Go Away." <i>Psychology Today</i>. Sussex Publishers, 1 Mar. 2008. • Kanazawa, Satoshi. "Common Misconceptions about Science VI:." <i>Psychology Today</i>. Sussex Publishers, 3 Jan. 2010. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Real-world analysis of classical and operant conditioning in modern marketing: customer loyalty programs, etc. • Debate: Does media violence lead to real violence? • High School, Reimagined creative research project: applying psychological research to the creation of an ideal learning environment <p>Film(s):</p> <ul style="list-style-type: none"> • Freakonomics • The Big Bang Theory (Season 3, Episode 3), "The Gothowitz Deviation" <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • How to Train a Brain - Crash Course Psychology #11 • The Bobo Beatdown - Crash Course Psychology #12 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

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UNIT 8: MEMORY AND FORGETTING**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Define memory and describe the three basic memory processes (episodic, generic, procedural). 2. Understand the connections among the three different stages of memory: sensory, short-term, and long-term. 3. Discuss the specific physical parts of the brain involved in creating and storing memories. 4. Identify factors involved in the retrieval of memories. 5. Explain the various reasons for forgetting things. 6. Discuss the reconstructive nature of memory. 7. Summarize evidence on the biochemistry and neural circuitry underlying memory. 8. Distinguish between two types of amnesia and identify the anatomical structures implicated in memory. 9. Discuss the value of deep processing and good organization in efforts to improve everyday memory. 10. Describe some verbal and visual mnemonic devices that can be used to improve everyday memory. 11. Explain how hindsight bias and overconfidence contribute to the frequent inaccuracy of eyewitness memory. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 8: Memory</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Dolstin, Josefin. "Three Reasons Not to Trust Your Memory." <i>Psychology Today</i>. Sussex Publishers, 7 May 2016. • Marano, Hara Estroff. "Keen Cuisine: The Bs Get an A." <i>Psychology Today</i>. Sussex Publishers, 1 Jan. 2011. • Oaklander, Mandy. "The 5 Best Ways To Improve Your Memory." <i>Time</i>. Time, 29 Sept. 2015. • Articles, excerpts, and video clips from Dr. Elizabeth Loftus <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Create a list of memories and then have students classify the different types of memories • Memory improvement workshop • Debate: Should recovered memories be accepted in court? <p>Film(s):</p> <ul style="list-style-type: none"> • Unknown White Male • Memento • The Forgetting, A Portrait of Alzheimer's (PBS Documentary) <p>Film Clips (YouTube):</p>	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<ul style="list-style-type: none"> • Eyewitness Testimony Part 1 (Jennifer Thomson/ Ronald Cotton) • How We Make Memories - Crash Course Psychology #13 • Remembering and Forgetting - Crash Course Psychology #14 <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 9: THINKING, LANGUAGE, AND INTELLIGENCE**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Discuss the strategies that people use to solve problems. 2. Explain the manner in which people make decisions. 3. Understand the process by which humans acquire language. 4. Explain the connections between thinking and language. 5. Identify the shortcomings of traditional IQ tests. 6. Discuss and evaluate Spearman's theory of general intelligence. 7. Describe Sternberg's and Gardner's theories of intelligence. 8. Evaluate Goleman's theory of emotional intelligence. 9. List and describe the principal categories of psychological tests. 10. Explain the concepts of standardization and test norms. 11. Explain the meaning of test reliability and how it is estimated. 12. Explain the three types of validity and how they are assessed. 13. Understand the ways in which ways intelligence changes and remains the same over the life span. 14. Discuss the extremes of intelligence, from low to high. 15. Explain the phenomenon of creativity. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 9: Thinking, Language, and Intelligence</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Stephens, Kimberly. "The Prodigy's Brother." <i>Psychology Today</i>. Sussex Publishers, 8 Mar. 2016. • Epstein, Robert. "Capturing Creativity." <i>Psychology Today</i>. Sussex Publishers, 1 July 1996. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Online multiple intelligence assessments • Debate: Howard Gardner's multiple intelligences theory vs. IQ <p>Film(s):</p> <ul style="list-style-type: none"> • Rain Man <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • Controversy of Intelligence: Crash Course Psychology #23 • Language: Crash Course Psychology #16 • Brains Vs. Bias: Crash Course Psychology #24 • Daniel Tammet: Different ways of knowing • Leslie Lemke - ABC's That's Incredible 1981 • Kim Peek - The Real Rain Man [1/5] 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 10: MOTIVATION AND EMOTION**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Explain what motivation is, and how instincts impact it. 2. Explain the impact that technology has had on motivation and emotion. 3. Connect the principles of drive-reduction theory and homeostasis to life experiences. 4. Evaluate Abraham Maslow's hierarchy of needs as a way to understand human behavior. 5. Discuss the effects of hunger and metabolism on human behavior. 6. Discuss the manner in which sex serves as a motivating force in life. 7. Understand the differences between internal and external motivation, and how to cultivate internal motivation in real life. 8. Analyze the different theories of emotion, including James-Lange and Cannon-Bard. 9. Discuss the physiological processes involved in the experience of emotion. 10. Analyze the nonverbal ways we express emotions, and how we read them. 11. Analyze the influence of culture on the interpretation of emotion, including facial expressions and body language. 12. Summarize information on factors that are moderately or strongly correlated with happiness. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 10: Motivation and Emotion</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Koren, Morena. "Field Test: Help Me, Help You." <i>Psychology Today</i>. Sussex Publishers, 2 Jan. 2013. • Hoffman, E. "Abraham Maslow." <i>Psychology Today</i>. Sussex Publishers, 1 Jan. 1992. • <i>Drive</i> by Daniel Pink • <i>Why We Do What We Do</i> by Edward Deci <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Students generate a list of things that they did the previous day and then organize the items into biological and psychological reasons • Examine advertisements: which need is being satisfied? How are consumers motivated to buy? • Discuss real-world observations of nonverbal behavior and other signs of emotion • Emotion charades <p>Film(s):</p> <ul style="list-style-type: none"> • Born Rich (documentary) • Secrets of Body Language (documentary) 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

<p>13. Explain three conclusions that can be drawn about the dynamics of happiness.</p>	<p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> • TED Talk: The Puzzle of Motivation (Daniel Pink) • The Power of Motivation: Crash Course Psychology #17 • TED Talk: Why We Do What We Do (Tony Robbins) <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 11: STRESS, HEALTH, AND COPING**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Define what stress is as both a psychological and physiological phenomenon. 2. Identify common stressors in daily life. 3. Describe the fight-or-flight response and the three stages of the general adaptation syndrome. 4. Discuss the effect of stressful life events on people and the Social Readjustment Rating Scale. 5. Analyze the impact of perceived control and optimism and pessimism on health and the immune system. 6. Explain how defense mechanisms work and discuss the adaptive value of defensive coping. 7. Discuss the effects of stress on task performance and the nature of the burnout syndrome. 8. Discuss the connection between stress and chronic health problems. 9. Identify Type A and Type B personalities. 10. Describe some relatively unhealthy coping responses that are common. 11. Explore healthy coping strategies. 12. Learn relaxation techniques, including meditation and biofeedback. 13. Identify the positive aspects of social support and spirituality on emotional states and stress levels. 14. Learn to implement the techniques of positive thinking and learned optimism. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 11: Stress, Health, and Human Flourishing</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> • Marano, Hara Estroff. "Crisis U." <i>Psychology Today</i>. Sussex Publishers, 1 Sept. 2015. • Whitbourn, Susan Krauss. "The Six Best-Kept Secrets About Stress." <i>Psychology Today</i>. Sussex Publishers, 12 Mar. 2013. • Excerpts from <u>Positive Neuroscience</u> by Joshua David Greene, India Morrison, and Martin E. P. Seligman • Kashdan, Todd B. "10 Discoveries About Well-Being." <i>Psychology Today</i>. Sussex Publishers, 10 Aug. 2016. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> • Guest speakers: psychologists and meditation experts • Explore the Penn State Positive Psychology Center (online) <p>Film(s):</p> <ul style="list-style-type: none"> • <i>Stress: Portrait of a Killer</i> • Happiness 101 with Tal Ben-Shahar (PBS documentary) 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Film Clips (YouTube):</p> <ul style="list-style-type: none">● TED Talk: Martin Seligman, The new era of positive psychology <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 12: PSYCHOLOGICAL DISORDERS AND THERAPIES**Time - 3 Weeks**

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Explain the basis for classifying psychological disorders. 2. Describe the medical and bio-psycho-social perspectives on psychological disorders. 3. Discuss the DSM-V and its uses in identifying and describing disorders. 4. Discuss estimates of the prevalence of psychological disorders. 5. List five types of anxiety disorders and describe the symptoms associated with each. 6. Describe three dissociative disorders. 7. Identify and describe personality disorders such as antisocial personality, borderline, narcissistic and histrionic disorders. 8. Identify and describe mood disorders such as bi-polar and depression. 9. Identify and describe the many different manifestations of schizophrenia. 10. Explain what therapy is and the major goals of the therapeutic process. 11. Describe the process of psychoanalysis. 12. Discuss humanistic therapy. 13. Explain ways of utilizing behavioral modification techniques in everyday life. 14. Identify and describe new trends in therapy as they come about. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 14: Psychological Disorders and Chapter 15: Therapy</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> ● Huston, Matt. "Bookshelf: Your Own Worst Enemy." <i>Psychology Today</i>. Sussex Publishers, 1 Jan. 2014. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> ● Independent research project: presentation or public service announcement about a psychological disorder ● Guest speakers: forensic psychologist, social worker, clinical psychologist ● Explore the National Institute of Mental Health (online) <p>Film(s):</p> <ul style="list-style-type: none"> ● <i>A Beautiful Mind</i> ● <i>One Flew Over the Cuckoo's Nest</i> ● <i>Girl Interrupted</i> ● <i>The Soloist</i> ● <i>True Life, I have OCD (MTV)</i> ● <i>Depression: Out of the Shadows</i> <p>Film Clips (YouTube):</p>	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<ul style="list-style-type: none"> ● Lets Get Our Heads Together (Feat' The Heavy - "Turn Up". Licensed courtesy of Counter Records), Royal Family Mental Health Campaign ● TED Talk: Sherwin Nuland, How Electroshock Therapy Changed Me ● Law & Order SVU (Season 7, Episode 22), Influence <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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UNIT 13: SOCIAL PSYCHOLOGY

Time - 3 Weeks

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION
<ol style="list-style-type: none"> 1. Analyze the factors that influence the manner in which individuals interact with each other in society. 2. Identify in-group, out-group, in-group bias, and scapegoat theory and their existence in regular social life. 3. Explain the existence of social traps and how to avoid them. 4. Understand the psychology of attraction in human love relationships as well as altruism. 5. Analyze the cognitive processes involved in the development of attitudes. 6. Discuss the fundamentals of attribution theory. 7. Discuss the theories and techniques of persuasion. 8. Explain the cognitive and social aspects of conformity. 9. Discuss personal attitudes toward individuals and groups of people and the impact of prejudice. 10. Describe the phenomenon of obedience in social groups and its positive and implications. 11. Discuss the implications of group polarization, social loafing, deindividuation, and groupthink. 12. Discuss the psychological environments created by the leaders of cults. 13. Discuss the way that social relationships have been transformed by the internet. 	<p><i>Exploring Psychology</i> [T.B.], Chapter 12: Social Psychology</p> <p>Lecture, class discussions, demonstrations and student-centered activities</p> <p>Additional readings and articles:</p> <ul style="list-style-type: none"> ● Williams, Ray. "How Teamwork Can Damage Productivity." <i>Psychology Today</i>. Sussex Publishers, 31 Mar. 2012. ● Rodgers, Joann Ellison. "Extreme Psychology." <i>Psychology Today</i>. Sussex Publishers, 1 July 2006. Web. 11 Aug. 2016. <p>Unit-specific activities include:</p> <ul style="list-style-type: none"> ● Have students evaluate their own attitudes; education, earning money, prejudice, helping others, marriage—students can state what they think and explore how their ideas are shaped <p>Film(s):</p> <ul style="list-style-type: none"> ● Catfish ● The Science of Sex Appeal ● Prom Night in Mississippi (HBO documentary) ● Jonestown: The Life and Death of People’s Temple (PBS documentary) <p>Film Clips (YouTube):</p> <ul style="list-style-type: none"> ● The Bystander Effect: The Death of Kitty Genovese 	<p>Formative assessments on an ongoing basis: Q&A, exit cards, online discussions, closed and open notebook quizzes, etc.</p> <p>Collaborative projects and presentations</p> <p>Formal written essays and personal response essays</p> <p>Multimedia projects, including podcasts and videos</p> <p>Multifaceted quizzes and tests used on a formative and summative basis; typically consist of both objective and open-ended questions that involve application of content knowledge</p> <p>Class participation</p>

	<p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	
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Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<ul style="list-style-type: none"> ● Place key historical events and people in historical eras using timelines. ● Explain how the present is connected to the past. 	<ul style="list-style-type: none"> ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. 	<ul style="list-style-type: none"> ● Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. ● Analyze how change occurs through time due to shifting values and beliefs as well

			as technological advancements and changes in the political and economic landscape.
Spatial Thinking	<ul style="list-style-type: none"> Determine locations of places and interpret information available on maps and globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	<ul style="list-style-type: none"> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. 	<ul style="list-style-type: none"> Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	<ul style="list-style-type: none"> Distinguish fact from fiction. Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). 	<ul style="list-style-type: none"> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. 	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments when interpreting current and historical events. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	<ul style="list-style-type: none"> Use evidence to support an idea in a written and/or oral format. 	<ul style="list-style-type: none"> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical	Allow for preferential seating
	Seat student near the teacher/presentation

Arrangement of Room	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
	Include word banks if helpful.
	Bold, highlight, or underline instructions.
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.
	Revise wording or vocabulary choice to enhance comprehension.

	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to asses on paper, if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine

	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts	

	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths
	Allow for alternative assessments to show comprehension of the content such as a project or other

	means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear
	Implement a behavior management system

Pascack Valley Regional High School District

Social Studies/Business Accommodations/Modifications

Category

Multilingual Learners Accommodations/Modifications

Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.

	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means

	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

Course Connections:

*New Jersey Student Learning Standards**Career Readiness, Life Literacies, and Key Skills Practices****CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**Standard 9.2 Career Awareness, Exploration, Preparation, and Training**

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs

Standard 9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

National Standards For High School Psychology Curricula**New Jersey Student Learning Standards for Mathematics**

MP.2 Reason abstractly and quantitatively (HS-PS1-5) (HS-PS1-7)

MP.4 Model with mathematics (HS-PS1-4). (HS-PS1-8)

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems;

choose and interpret units consistently in formulas; choose and interpret the scale and the origin

in graphs and data displays. (HS-PS1-2), (HS-PS1-3), (HS-PS1-4). (HS-PS1-5). (HS-PS1-7).

(HS-PS1-8)

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

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

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

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

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.