

Marking Period	Unit Title	Recommended Instructional Days
3rd Marking Period	Unit 3: Psychology - Cognitive Domain	35 - 45
NJSLS Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas: <ul style="list-style-type: none"> ● Individual Differences ● Personality and Assessment ● Life Span Development 	<p><i>Performance Expectation:</i></p> <p>Individual Differences IVE-1 Concepts related to measurement of individual differences IVE-2 Influence and interaction of heredity and environment on individual differences IVE-3 Nature of intelligence IVE-4 Nature of intelligence testing</p> <p>Personality and Assessment IIIB-1 How to distinguish between personality and personality constructs IIIB-2 Personality approaches and theories IIIB-3 Assessment tools used in personality</p>	

	<p>Life Span Development</p> <p>IIIA-1 Development as a lifelong process IIIA-2 Research techniques used to gather data on the development process IIIA-3 Theories of development IIIA-4 Issues surrounding the development process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)</p> <p>Standard</p> <p>Students will: IVE-1.1 Define and understand the nature of test constructs, such as intelligence, personality, and creativity. 1.1b Comparing and contrasting personality characteristics of two persons IVE-1.2 Describe basic statistical concepts in testing. 1.2a Describing how test validity and reliability are established and related 1.2b Determining which of two tests would be more useful for a particular purpose when given</p>	
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	<p>relevant data about validity and reliability</p> <p>IVE-2.1 Explain how intelligence and personality may be influenced by heredity and environment.</p> <p>2.1b Characterizing how studies of identical versus fraternal twins help establish the role of heredity in determining individual differences in intelligence</p> <p>2.1c Predicting which of two correlations will be higher: the correlation between the IQs of identical twins or the correlation between the IQs of fraternal twins</p> <p>2.1d Describing how the interaction between children and parents relates to differences in motivation and personality</p> <p>2.1e Explaining the role of cultural and group norms in establishing the frames of reference we use in thinking about individual differences</p>	
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	<p>IVE-3.1 Link intelligence to the use of cognitive skills and strategies.</p> <p>3.1c Contrasting the skills that people typically acquire in school with those that people acquire outside of school and discussing the skills most likely to be related to scores on intelligence tests</p> <p>3.1d Describing how intelligence test scores are derived</p> <p>3.1e Discussing the relationship between intelligence and musical, artistic, and other special abilities</p> <p>IVE-3.2 Describe theories of intelligence.</p> <p>3.2a Comparing traditional psychometric theories of intelligence to more recent approaches (e.g., Gardner’s multiple intelligences, Sternberg’s triarchic theory)</p> <p>3.2b Debating whether intelligence is one of several abilities</p> <p>3.2c Describing emotional intelligence</p>	
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	<p>IVE-4.1 Explain why intelligence tests predict achievement.</p> <p>4.1a Citing correlations between IQ and academic achievement and explaining the correlation</p> <p>4.1b Predicting how intelligence test scores correlate with other measurable variables (e.g., grades, supervisor ratings, etc.)</p> <p>4.1c Explaining why intelligence tests and other aptitude tests correlate with ability to do a job, but tests of motivation and personality increase the ability to predict how well individuals will actually perform</p> <p>4.1d Exploring how ethnicity and gender can moderate achievement predictions based on intelligence tests</p> <p>IVE-4.2 Explain issues of using conventional intelligence tests.</p> <p>4.2a Describing the abilities commonly measured by intelligence tests</p> <p>4.2b Identifying valid uses of conventional tests</p> <p>4.2c Discussing the research on</p>	
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	<p>the cultural context of intelligence tests</p> <p>4.2d Exploring the consequences of using labels derived from testing, such as “genius,” “normal,” or “developmentally delayed”</p> <p>4.2e Evaluating research on stereotype threat</p> <p>4.2f Explaining the meaning of culture and gender fair testing</p> <p>IIIB-1.1 Define personality as the individual’s unique way of thinking, feeling, and acting.</p> <p>1.1 b Describing how personality can explain individual differences and individual consistencies</p> <p>1.1c Evaluating the influence of variables such as culture, family, and genetics of personality development</p> <p>1.1d Exploring the impact of sociocultural factors on personality development, including ethnicity, gender, sexual orientation, ability/disability, and so on</p>	
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	<p>IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena. 1.2b Differentiating the situational basis for personality versus enduring aspects of personality 1.2c Identifying their personal constructs of explaining behavioral phenomena 1.2d Describing how personality constructs can guide research</p> <p>1.2f Discussing how bicultural and multicultural individuals may express different personality Dimensions (e.g., “code-switching”) depending on the cultural context</p> <p>IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches. 2.1b Analyzing how each approach would assess a case history</p> <p>IIIB-2.2 Identify important contributions to the</p>	
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	<p>understanding of personality.</p> <p>2.2a Diagramming Freud's structure of personality and describing his role in initiating study in the area of personality</p> <p>2.2b Describing the influence of external stimuli, modeling, and situational context on behavior</p> <p>2.2c Exploring the significance of self-perception and needs on an individual's thoughts, feelings, and actions</p> <p>IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.</p> <p>3.1a Naming popularity used self-report measures and projective tests</p> <p>3.1b Comparing the validity and reliability of objective and projective assessment techniques</p> <p>IIIB-3.2 Describe tests used in personality assessment.</p> <p>3.2a Explaining key features of tests, such as the Minnesota Multiphasic Personality Inventory</p>	
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	<p>(MMPI-2), the Thematic Apperception Test (TAT), the NEO-PI-R, California Psychological Inventory, and 16 Personality Factors (16PF)</p> <p>IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the life span.</p> <p>1.1a Illustrating developmental changes in physical, cognitive, and social development</p> <p>1.1b Describing research on child development</p> <p>1.1c Hypothesizing on the interaction of physical, cognitive, and/or social changes in behavior</p> <p>1.1d Inferring how peer relationships change over time</p> <p>1.1f Discussing the relative importance of peers' versus parents' influence in different cultural groups</p>	
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	<p>1.1g Examining the role of psychology in enhancing the life of older adults</p> <p>IIIA-1.2 Examine the nature of change over the life span.</p> <p>1.2a Describing how social roles, change over time</p> <p>1.2b Examining how culture, ethnicity, race, age, religion, gender, social class, ability/disability, and sexual orientations, and so on affect our lives over the life span</p> <p>1.2c Discussing quality-of-life issues related to aging</p> <p>IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children. 1.3a Citing research on the capabilities of infants and young children</p> <p>1.3b Comparing contemporary research on early views of infant capabilities with current understanding</p> <p>1.3d Explaining how cultural practices in child-rearing may influence cognitive development</p>	
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	<p>IIIA-1.4 Apply life span principles to personal experience.</p> <p>1.4a Comparing their own life experiences with general patterns of others from their generation</p> <p>1.4b Predicting their own developmental changes over time</p> <p>1.4c Describing transition from childhood to adolescence</p> <p>1.4d Explaining the transition from adolescence to adulthood</p> <p>1.4e Projecting themselves into late life adulthood (i.e., post 65)</p> <p>IIIA-3.1 Explain various developmental models.</p> <p>3.1a Explaining components of various developmental models (e.g., Piaget, Erikson, Kohlberg)</p> <p>3.1b Applying developmental theories to life situations</p> <p>IIIA-3.2 Recognize how biological and cultural notions of gender shape the experience of men and women. 3.2a Explaining the differences between sex, identity, and roles</p>	
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	<p>3.2b Exploring effects of gender discrimination on development throughout the life span</p> <p>3.2c Explaining how gender identity develops</p> <p>IIIA-3.3 Examine the development of ethnic identity.</p> <p>3.3a Analyzing case studies that illustrate ethnic identity development</p> <p>3.3b Exploring effects of ethnic discrimination on development</p> <p>3.3c Identifying commonalities across racial and ethnic boundaries</p> <p>3.3d Examining theories on multiracial and multiethnic identity and the contexts in which they were developed</p> <p>IIIA-3.4 Explore developmental theories as they relate to cultural bias.</p> <p>3.4a Identifying how cultural differences affect development, such as in collectivist versus individualist cultures</p> <p>IIIA-4.1 Describe the role of critical periods in development.</p>	
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	<p>4.1a Give an example of a critical period in development 4.1b Evaluating significance of critical periods in development</p> <p>IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development. 4.2a Giving an example to illustrate continuity or discontinuity in development</p>	
<p>Core Ideas:</p> <ul style="list-style-type: none">● Key Ideas & Details● Craft & Structure● Integration of Knowledge and Ideas● Range of Reading● Text Types and Purposes● Production and Distribution of Writing● Research to Build and Present Knowledge● Range of Writing	<ul style="list-style-type: none">● 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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course	

	<p>of a text. Craft and Structure</p> <ul style="list-style-type: none">● NJSLA.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.● NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.● NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.● NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
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- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<ul style="list-style-type: none">● W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.● W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.● W9. Draw evidence from literary or informational	
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	<p>texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> Civic participation and deliberation are essential characteristics of productive citizenship Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. Governments around the world support universal human rights to varying degrees. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> What is thinking and language? What is the nature of intelligence? How is intelligence testing used? What are the extremes of intelligence? How do we construct an intelligence test? What are group differences in intelligence test scores? What is the difference between psychodynamic and humanistic perspectives? What is the trait perspective?

	<p>and develop a plan of action.</p> <ul style="list-style-type: none"> 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). 	<ul style="list-style-type: none"> What is the social cognitive perspective? What are the beginning stages of life? How do you explain physical, cognitive, and social development in infancy and childhood? How do you explain physical, cognitive, and social development in adolescence? How do you explain physical, cognitive, and social development in adulthood? How is aging attributed to death and dying? <p>Activity Description: Appraise three reasons and formations for concepts Interpret IQ formula Evaluate extreme scores</p> <p>Examine labeling Support aptitude versus intelligence testing Debate standardization Identify important psychologists in psychology Recognize fluid and crystalized intelligence Setup the theory of good judgment Recall problem solving skills Relate IQ bias to themselves</p>
Social Studies Practices		
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry 		

<ul style="list-style-type: none"> ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<p>Differentiate between forms of creativity State Freud’s Iceberg Theory Discuss the big five personality traits Describe three different personality tests Identify stages of pre-natal development Distinguish between the five sense in infancy</p> <p>Report infantile reflexes Categorize infantile temperament Justify attachment theory Construct gender identity in toddlerhood Debate perspectives on moral reasoning Recognize Freud’s psycho-sexual stages of development Explain Piaget and Erickson’s developmental theories Organize physical, cognitive, and social development in teenage years Propose when does adulthood truly start Design ethnic perspectives relating to family structure Repeat parenting styles Inventory physical and cognitive changes in middle ages Apply gerontology to old age Understand primary and secondary changes in elderly</p> <p>Question perspectives on dying Compare and contrast the MIDM with the WRIM</p> <p>Engage in debates and discussions</p> <p>Read, write and listen</p> <p>Conduct research Present research Solve problems</p>
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. 	

	<ul style="list-style-type: none">• Utilize positive communication and social skills to interact effectively with others.• Develop, implement, and model effective problem solving and critical thinking skills.	<p>Make presentations Collaborate with peers Use content appropriate vocabulary Engage in simulations Interpret and analyze charts and graphs relevant to course material Watch videos explaining content and concepts Complete DA's Write book reports</p> <p>Interdisciplinary Connections:</p> <p>Science: research and report on a topic where psychology and science connect (e.g. neuroscience) Math: select a relevant topic and chart its impact Art: create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme) ELA: summarize your topic; read a book or an article relevant to the unit and write a response; write a poem Physical Education: analyze a sport or a sporting event through an psychological lens</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Unit summaries/definitions ● Quizzes ● Current events reports ● Class Participation ● Collins Writing Types 1&2 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● District Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit tests ● Research projects ● Posters ● Collins Writing Types 3-5 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>Thinking About Psychology: The Science of Mind & Behavior, BFW Worth</i> ● <i>Cases Studies (Thinking About Psychology)</i> ● <i>Psychology Today</i> <i>On-line Articles</i> 	<ul style="list-style-type: none"> ● Skill building activities ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> • <i>Amistad Curriculum</i> • <i>Holocaust & Genocide Education Curriculum</i> • <i>JStor</i> • <i>NewsELA</i> • <i>Periodicals</i> • <i>Films</i> 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> • Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating 	<ul style="list-style-type: none"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments

<p>including audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none">● Provide individual instruction as needed● Modify assessments and/or rubrics● Repeat instructions as needed	<ul style="list-style-type: none">● Multi-sensory (VAKT) approach during instruction● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)● Modify test content and/or format● Retakes● Additional time● Preferential seating● Review, restate and repeat directions; written directions● Study guides● Break assignments into segments of shorter tasks● Oral rather than written answers	<ul style="list-style-type: none">● Checks for understanding/review● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary● Modified assessments and/or rubric● Reading materials in the native language● Watching videos in the native language	<ul style="list-style-type: none">● Enrichment activities & projects● Choice Boards● Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p>Core Ideas:</p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) •</p>

		Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>