



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	College Prep Psychology					
Grade Level(s):	11th & 12th					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	College Prep Psychology is a college level course which analyzes the scientific study of behavior and mental processes. Through a structured progression of topics including multiple theories of psychology and personality, mental disorders, child and adolescent development, the brain and memory, as well as varying states of consciousness, the students will be introduced to the field of psychology and how these topics effect multiple aspects of human behavior. A wide variety of learning activities and supplemental materials from both primary and secondary sources will be evaluated to enhance the study of psychology as well as foster reading, writing, communicating, and critical thinking skills. These primary and secondary source articles will be integrated throughout the year and related to the course content to promote and develop the student's 21 st Century Skills.					
Grading Procedures:	<ul style="list-style-type: none">• Major Assessments & Activities -- (Tests, Benchmark Assessments, Projects)• Minor Assessments & Activities – (Classwork, Quizzes, Discussion Boards, Case Study Analyses, Online Activities)					
Primary Resources:	Current Events Scholarly Journals 40 Case Studies that Changed Psychology Textbook and Resources					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences

- Infusing 21st Century Skills for College and Career Readiness in a global society

Designed by:

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Under the Direction of:

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Written: July 2020

Revised: _____

BOE Approval: _____

Units of Study Overview

Unit 1 Title: Introduction to Psychology

Unit 2 Title: Theories of Psychology (How these theories apply to Personality or Learning)

Psychodynamic

Humanistic

Cognitive

Behaviorism

Trait

Cognitive

Social Cognitive

Unit 3 Title: Abnormal Psychology (Psychological Disorders) and Treatments

Unit 4 Title: Developmental Psychology

Prenatal Development

Child Development

Adolescent Development

Adult Development (Young, Middle, Older)

Unit 5 Title: Physiological Psychology

The Brain and Memory

Sensation and Perception

Unit 6 Title: Social Psychology

Unit 7 Title: States of Consciousness

Sleep and Dreams

Daydreaming

Meditation and Hypnosis

Altered States

Unit 1 Title: Scientific Inquiry

Unit Description: This introductory unit to College Prep Psychology begins by formally defining psychology and giving the context to that definition by reviewing the history and intellectual foundation of the field. Several contemporary approaches are also investigated. The duties of psychologists and psychiatrists will be explored with special attention given to specializations within the psychological field. Understanding that studying human behavior through the psychological lens can positively influence human health and wellness will also be emphasized. A brief review of the scientific method will occur as well as an exploration of the ways psychologists have applied this method to investigate important topics and come to conclusions about behavior. Also considered in this introductory unit are ethical issues involved in the scientific inquiry of psychology and how it sometimes requires special methodological considerations.

Unit Duration: 3 weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

IA: Introduction and Research Methods

- IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context.
- IA-2: Major subfields and career opportunities that comprise psychology.
- IA-3: Research strategies used by psychologists to explore behavior and mental processes.
- IA-5: Ethical issues in research with human and other animals that are important to psychologists.
- IA-6: Development of psychology as an empirical science

Indicators: (daily learning targets)

- Define psychology as a discipline and identify its goals as a science.
- Describe the emergence of psychology as a scientific discipline.
- Describe perspectives employed to understand behavior and mental processes.
- Recognize the evolving nature of psychology as a scientific discipline.
- Explain how 20th century psychologists changed how psychology was studied.
- Explain how psychology's groundbreakers moved it forward and advanced gender and race equality.
- Describe the six theories that explain thinking and behavior.
- Identify the advantage research has over other ways of knowing things.
- Describe ways in which bias can influence research.
- Describe the ethical guidelines that protect human and animal research participants.
- Identify some of the different kinds of jobs that psychologists do.

Understandings: (main concepts from unit)

Students will understand the...

- Development of psychology as an empirical science
- Need for research in psychology
- Major subfields within psychology
- Careers available in psychology

Essential Questions:

- What is psychology?
- What are the origins of psychology?
- What were the major early schools of psychology?
- What the major contemporary perspectives of psychology?
- What changes have occurred in the ethnic and gender characteristics of psychologists over time?

	<ul style="list-style-type: none"> • What is the scientific method and what are its four general steps? • What major research methods do psychologists use? • What ethical guidelines must psychologists follow in their research? • What are some different jobs that psychologists do?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Discussion Boards • Collaboration with others • Informal class discussions • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects • Digital Platforms (Nearpod, EdPuzzle, Kahoot, etc) • Student notetaking
Benchmarks: Introduction and History of Psychology Assessment Psychological Research and Ethics Assessment	
Learning Plan	
Learning Activities: History and perspectives in Psychological Science (5 days) <ul style="list-style-type: none"> • Define psychology as a discipline and identify its goals as a science. • Describe the emergence of psychology as a scientific discipline. • Describe perspectives employed to understand behavior and mental processes. • Recognize the evolving nature of psychology as a scientific discipline. • Explain how 20th century psychologists changed how psychology was studied. • Explain how psychology's groundbreakers moved it forward and advanced gender and race equality. 	

- Describe the six theories that explain thinking and behavior.

Psychology and Careers (1 day)

- Identify some of the different kinds of jobs that psychologists do.

Research Strategies (2 days)

- Identify the advantage research has over other ways of knowing things.
- Describe ways in which bias can influence research.
- Describe the ethical guidelines that protect human and animal research participants.

Introspection Project (5 days)

- Utilizing early practices in psychology as well as early philosophers
- Project contains several areas where students use introspection to examine their lives.
- Students create a multimedia presentation for the class.

Review (1 day)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Test (1 day)

Resources:

- **TEXT:** *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- Crash Course Psychology (YouTube)- [Ep 1 Intro to Psychology](#), [Ep 2 Psychological Research](#)
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
<ul style="list-style-type: none"> IA-5: Ethical issues in research with human and other animals that are important to psychologists. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Create a research example that might violate the ethical standards for study.
3.0	Students will be able to: <ul style="list-style-type: none"> Differentiate psychological research from science lab experiment.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe the ethical guidelines that protect human and animal research participants.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe the ethical guidelines that protect human and animal research participants.
0.0	Even with help, no success

Standard(s):	
<ul style="list-style-type: none"> IA-6: Development of psychology as an empirical science 	
4.0	Students will be able to: <ul style="list-style-type: none"> Critique the discussion of psychology as a science and not a social science.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop a logical argument to support the evolution of psychology as a scientific discipline.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize the evolving nature of psychology as a scientific discipline.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Recognize the evolving nature of psychology as a scientific discipline.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through Schoology or OneNote content library and through online textbook content and resources.</p> <p>Assist students in getting organized.</p> <p>Give brief, clear directions.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark student's daily progress.</p> <p>Prepare materials at varying levels of ability.</p>

English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Examples:</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- 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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.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.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.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.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Standard 9.1 21st-Century Life and Career Skills: *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 2 Title: Theories of Psychology

Unit Description: This unit to College Prep Psychology is an introduction to the various theories of psychology. Psychological research and theory is a major cornerstone in the study of human behavior. The evaluation of personality theory will begin by understanding the classical theories of psychodynamic (psychoanalytic) and humanistic psychology and the important psychologists who founded and significantly impacted each theory. More contemporary theories, such as trait, cognitive, and social cognitive will also be evaluated and an understanding of their impact on modern psychological theory will be discussed. In addition to personality theory, learning (behavioral) theory will be defined and investigated. Classical and operant conditioning will be assessed as well as juxtaposed to observational learning theory. In understanding the diverse theories of psychology, insight will be gained into human behavior.

Unit Duration: 7-8 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

Personality

IIA-6: How heredity interacts with the environment to influence behavior.

- IIA-6.1 Assess the effects of heredity and environment on behavior.

IIIB-1: Distinguish between personality and personality constructs.

- IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.
- IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.

IIIB-2: Personality approaches and theories.

- IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.
- IIIB-2.2 Identify important contributions to the understanding of personality.

IIIB-3: Assessment tools used in personality.

- IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.
- IIIB-3.2 Describe tests used in personality assessment.

Learning

IVA-1: Characteristics of learning.

- IVA-1.1 Discuss learning from a psychological viewpoint.
- IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience.

IVA-2: Principles of classical conditioning.

- IVA-2.1. Describe the classical conditioning paradigm

IVA-3: Principles of operant conditioning.

- IVA-3.1 Describe the operant conditioning paradigm.

IVA-4: Components of cognitive learning.

- IVA-4.1 Explain how observational learning works.
- IVA-4.2 Describe cognitive learning approaches.

IVA-5: Roles of biology and culture in determining learning.

- IVA-5.1 Identify biological contributions to learning.
- IVA-5.2 Speculate on the role of culture in determining what behaviors will be learned.
- IVA-5.3 Explore how biological and cultural factors interact to impede or enhance learning.
- IVA-5.4 Describe the collaborative nature of some forms of learning within cultures

Indicators:

Personality

- Describe how psychodynamic perspective explains personality.
- Explain how later psychodynamic theorists assess personality, and include the new concepts added to psychodynamic theory by the neo-Freudians.
- Describe how contemporary researchers evaluated the validity of the psychodynamic perspective on personality.
- Explain how humanistic psychologists view personality and how our personality grows and changes.
- Describe how contemporary research finding evaluate the validity of the humanistic perspective on personality.
- Identify whether there are different personality types and if so, how trait theorists suggest that we describe and measure them.
- Explain how psychologists Gordon Allport, Raymond Cattell, and Hans Eysenck identified traits.
- List the dimensions of the Big Five Trait Theory.
- Explain how trait theorists assess personality.
- Identify the strengths and weaknesses of the trait theory of personality.
- Describe ow social-cognitive theorists explain the development of our personality and the relationship among personality, the environment, and behavior.
- Identify the strengths and weaknesses of the social-cognitive theory of personality.

Learning

- Define Classical Conditioning
- Identify and describe the four main components of classical conditioning.
- Explain how acquisition and extinction occur in classical conditioning.
- Describe how Ivan Pavlov discovered classical conditioning
- Define generalization and discrimination
- Define behaviorism and describe john Watson and Rosalie Rayner's experiment to classically condition fear in Little Albert.
- Define operant conditioning.
- Explain the law of effect.
- Describe the different kinds of reinforcement.
- Explain how punishment influences behavior.
- Describe how shaping, discrimination, and extinction apply to operant conditioning.
- Identify the advantages and disadvantages of different schedules of reinforcement.
- Define observational learning; explain the implications of Albert Bandura's experiments and how they can be explained by mirror neurons.
- Describe how observational learning can lead to prosocial and antisocial behaviors.

Understandings:*Students will understand that...*

- Some personality theorists believe our personality persists through life, while others believe it is possible to adapt different personalities as we age.

Essential Questions:

- What were the major early schools of psychology?
- What the major contemporary perspectives of psychology?

PERSONALITY

<ul style="list-style-type: none"> • Psychoanalysts would argue we unconsciously use different defense mechanisms, such as repression and displacement, to protect ourselves from negative emotions, such as anger, anxiety and stress. • Psychoanalytic focuses on our unconscious mind, and how our personality is the summation of how our id, ego and superego work together. • 4. Psychologists primarily assess personality using projective tests (such as the Rorschach Ink Blot or TAT) and objective tests (including personality inventories such as the Big 5). • Classical Conditioning is a type of learning in which an organism comes to associate stimuli. Classical conditioning laid the foundation for behaviorism, the view that psychology should be an objective science that studies environmental influences on behavior. Classical conditioning influences our thoughts and behavior by conditioning respondent behavior. • Operant Conditioning involves an organism learning associations between its own behaviors and resulting consequence, such as reinforcement and punishment. With Operant Conditioning, and organism has more choice as to whether to replicate a behavior for reward, or to avoid punishment. • Within Social Learning, we observe and imitate others. Children often imitate what a model says and does, whether the behavior is prosocial or antisocial. • The context of cognitive learning. 	<ul style="list-style-type: none"> • What are the three levels of consciousness in Freud's theory of the mind? • What are the structures of personality in Freud's theory? • What are psychological defense mechanisms? • What are the five stages of psychosexual development in Freud's theory? • What are some of the major contributions of other psychodynamic theorists? • What contributions did Allport, Cattell, and Eysenck have on Trait theory? • What is the "Big Five" trait model of personality? • What role do genes play in personality? • What is reciprocal determinism? • What are situation and person variables? • What is self-theory? • What are self-report personality inventories? <p>LEARNING</p> <ul style="list-style-type: none"> • What is learning? • What is classical conditioning? • What roles do extinction and spontaneous recovery play in classical conditioning? • What are some examples of classical conditioning in humans? • What is operant conditioning? • What are the different schedules of reinforcement? • What is punishment and why are psychologists concerned about its use? • What are some applications of operant conditioning? • What is cognitive learning? • What is cognitive learning? • What is observational learning? • What is latent learning? • What is insight learning?
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding

<ul style="list-style-type: none"> • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects 	<ul style="list-style-type: none"> • Independent reading/student conferences • Independent writing/student conferences • Informal Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks:

Personality

Psychodynamic Theories Assessment

Humanistic Theories Assessment

Social Cognitive Assessment

Trait Theories Assessment

Learning Plan

Learning Activities:

Personality

Psychodynamic and Humanistic Personality Theories (4 days)

- Describe how psychodynamic perspective explains personality.
- Explain how later psychodynamic theorists assess personality, and include the new concepts added to psychodynamic theory by the neo-Freudians.
- Describe how contemporary researchers evaluated the validity of the psychodynamic perspective on personality.
- Explain how humanistic psychologists view personality and how our personality grows and changes.
- Describe how contemporary research finding evaluate the validity of the humanistic perspective on personality.

Archetypes Film and Analysis (5 days)

- After learning about Jung and Archetypes (Psychodynamic), complete the Archetypes Analysis
- Students will vote of teacher chosen Disney movies
- Students will be given a chart to record the characters, archetypes and a description of how these characters are displaying these archetypes.
- Each day, review characters displayed so far and monitor student activity.

Defense Mechanism Comic Strip (1 day)

- After reviewing Freud and Defense Mechanisms, students will choose 2 defense mechanisms and create 2 illustrations describing this.

- The students will also include a brief description on the back of their illustration/comic strip explaining the defense mechanism and illustration.

Trait and Social Cognitive Perspectives on Personality Theories (3 days)

- Identify whether there are different personality types and if so, how trait theorists suggest that we describe and measure them.
- Explain how psychologists Gordon Allport, Raymond Cattell, and Hans Eysenck identified traits.
- List the dimensions of the Big Five Trait Theory.
- Explain how trait theorists assess personality.
- Identify the strengths and weaknesses of the trait theory of personality.
- Describe how social-cognitive theorists explain the development of our personality and the relationship among personality, the environment, and behavior.
- Identify the strengths and weaknesses of the social-cognitive theory of personality.

Maslow's Hierarchy of Needs Application (1 day)

- Students will use the knowledge gained from discussion of Maslow and apply it to their lives.

Personality Assessment and Analysis (5 days)

- After learning about Trait Theory, students will complete this project
- Take an online personality trait assessment, compile results, analyze results, synthesize and report results.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Learning

Classical Conditioning (5 days)

- Define Classical Conditioning
- Identify and describe the four main components of classical conditioning.
- Explain how acquisition and extinction occur in classical conditioning.
- Describe how Ivan Pavlov discovered classical conditioning
- Define generalization and discrimination

Operant Conditioning (5 days)

- Define behaviorism and describe John Watson and Rosalie Rayner's experiment to classically condition fear in Little Albert.
- Define operant conditioning.

- Explain the law of effect.
- Describe the different kinds of reinforcement.
- Explain how punishment influences behavior.
- Describe how shaping, discrimination, and extinction apply to operant conditioning.
- Identify the advantages and disadvantages of different schedules of reinforcement.

Observational Learning (3 days)

- Define observational learning; explain the implications of Albert Bandura's experiments and how they can be explained by mirror neurons.
- Describe how observational learning can lead to prosocial and antisocial behaviors.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- Personality: Crash Course Psychology (YouTube)- [ep 21 Rorschach & Freudians](#), [ep 22 Measuring Personality](#)
- Movies:
- Learning: Crash Course Psychology (YouTube)- [ep 11 How to Train a Brain](#), [ep 12 Bobo Beatdown](#); YouTube clips- [Sheldon trains Penny with chocolate](#), [Big Bang Theory Boys use Positive Punishment](#) ,
- Handouts:
- Schoology Personlaity Folder Resources
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- IVA-4.1 Explain how observational learning works.

4.0	Students will be able to: <ul style="list-style-type: none"> Create a scenario that demonstrates observational learning.
3.0	Students will be able to: <ul style="list-style-type: none"> Differentiate between observational learning and insight learning.
2.0	Students will be able to: <ul style="list-style-type: none"> Define observational learning
1.0	With help, partial success at level 2.0 content and level 3.0 content: Define observational learning
0.0	Even with help, no success

Standard(s):

- IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

4.0	Students will be able to: <ul style="list-style-type: none"> Critique the pros and cons of the Big Five Traits.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare the Big Five Trait theory to a humanistic theory of personality.
2.0	Students will be able to: <ul style="list-style-type: none"> List the dimensions (traits) of the Big Five Trait Theory.
1.0	With help, partial success at level 2.0 content and level 3.0 content: List the dimensions (traits) of the Big Five Trait Theory.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through Schoology or OneNote content library and through online textbook content and resources.</p> <p>Assist students in getting organized.</p> <p>Give brief, clear directions.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark student's daily progress.</p>

	Prepare materials at varying levels of ability.
English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Examples:</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- 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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.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.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.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.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Standard 9.1 21st-Century Life and Career Skills: *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 3 Title: Abnormal Psychology (Psychological Disorders) & Therapies

Unit Description: This unit in College Prep Psychology focuses on psychological disorders and ways to treat these disorders. The meaning of the word abnormal will be explored in its relation to the science of psychology. The various theoretical approaches to understanding abnormal behavior will also be examined. The main psychological disorders, such as anxiety, mood, dissociative, and psychotic, will be investigated with the assistance of the *Diagnostic and Statistical Manual of Mental Disorders V*. Also considered throughout the unit will be how the stigma associated with psychological disorders affects those individuals who are diagnosed with them. Treatment approaches and the various forms of therapy will be discussed in relation to how it relieves psychological suffering and improves the lives of individuals with psychological disorders.

Unit Duration: 7 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

VA-1: Characteristics and origins of abnormal behavior.

- VA-1.1 Distinguish the common characteristics of abnormal behavior.
- VA-1.2 Cite examples of abnormal behavior.
- VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.
- VA-1.4 Describe major explanations for the origins of abnormality.

VA-2: Methods used in exploring abnormal behavior.

- VA-2.1 Identify the purpose of different research methods.
- VA-2.2 Characterize the advantages and limitations of different research methods for studying abnormal behavior.

VA-3: Major categories of abnormal behavior.

- VA-3.1 Discuss major categories of abnormal behavior.
- VA-3.2 Explore the challenges associated with accurate diagnosis.

VA-4: Impact of mental disorders.

- VA-4.1 Consider factors that influence vulnerability to abnormal behavior.
- VA-4.2 Discuss the stigma associated with abnormal behavior.
- VA-4.3 Speculate about means for promoting greater understanding of abnormal behavior.

VB-1: Prominent methods used to treat individuals with disorders

- VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.
- VB-1.2 Describe characteristics of effective treatment and prevention.

VB-2: Types of practitioners who implement treatment.

- VB-2.1 Identify therapists according to training.
- VB-2.2 Describing strategies for locating appropriate therapists.

VB-3: Legal and ethical challenges involved in delivery of treatment.

- VB-3.1 Describe the intersection between mental health and law.
- VB-3.2 Examine the influence of ethics and professional practice.

Indicators:

- Describe how psychologists define what kind of behavior is diagnosed as a psychological disorder.
- Summarize the causes of the psychological disorders from both historical and contemporary approaches.
- Describe how psychologists categorize the different psychological disorders
- Explain the potential dangers of diagnostic label and identify the benefits.
- Describe the anxiety disorders and their causes.
- Describe obsessive-compulsive disorder and its causes.
- Describe the post-traumatic stress disorder and its causes.
- Describe the major depressive disorder and its causes.
- Describe bipolar disorder.
- Describe the symptoms and causes of dissociative disorders.
- Describe the symptoms and causes of schizophrenia.
- Identify personality disorders.
- Define psychotherapy and explain Sigmund Freud's psychodynamic theory.
- Explain how humanistic therapist try to help people with emotional problems.
- Explain how behavior therapists apply the principles of classical conditioning and operant conditioning in their practice.
- Describe the basis of cognitive therapy and cognitive-behavioral therapy
- Summarize the advantages of group therapy and explain when group therapy is the most often used.
- Describe the uses and effectiveness of antipsychotic, anti-anxiety, and anti-depressant drugs.
- Explain what "shock therapy is, including what it is used for as well as its effectiveness.
- Summarize lobotomies were performed and why they are no longer used.

Understandings:

Students will understand the...

- Characteristics and origins of abnormal behavior.
- Major categories of abnormal behavior.
- Impact of mental disorders.
- Prominent methods used to treat individuals with disorders
- Types of practitioners who implement treatment.

Essential Questions:

- What criteria is used to determine whether behavior is abnormal?
- What are the major models of abnormal behavior?
- What are psychological disorders?
- What are the major types of anxiety disorders?
- What causal factors are implicated in anxiety disorders?
- What are some types of dissociative disorders?
- What causal factors are implicated in dissociative disorders?
- What are some types of somatic symptom disorders?
- What causal factors are implicated in somatic symptom disorders?
- What are some types of mood disorders?
- What are causal factors implicated in mood disorders?

	<ul style="list-style-type: none"> • Who is at risk for suicide? • What are some common symptoms of schizophrenia? • What are the three specific types of schizophrenia? • What causal factors are implicated in schizophrenia? • What is the diathesis-stress model of schizophrenia? • What are personality disorders? • What characteristics are associated with antisocial personality disorder? • What causal factors are implicated in antisocial personality disorder? • What characteristics are associated with borderline personality disorder? • What causal factors are implicated in borderline personality disorder? • How has the treatment of people with disturbed behavior changed over time? • Why are different types of treatments used? • What are the advantages and disadvantages of psychiatric drugs?
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Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Informal Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Intro and Anxiety Disorders Assessment

Mood Disorders Assessment

Dissociative Disorders, Schizophrenia Disorders, and Personality Disorders Assessment

Learning Plan

Learning Activities:

Introduction to Psychological Disorders (2 days)

- Students will go through a checklist of “Normal or Abnormal Behavior”
- Students will discuss in small groups and then we'll discuss in large groups; how do we define Abnormal and Normal Behavior
- Describe how psychologists define what kind of behavior is diagnosed as a psychological disorder.
- Summarize the causes of the psychological disorders from both historical and contemporary approaches.
- Describe how psychologists categorize the different psychological disorders
- Explain the potential dangers of diagnostic label and identify the benefits.

Anxiety Disorders, OCD, PTSD, Depression, Bipolar (8 days)

- Describe the anxiety disorders and their causes.
- Describe obsessive-compulsive disorder and its causes.
- Describe the post-traumatic stress disorder and its causes.
- Describe the major depressive disorder and its causes.
- Describe bipolar disorder.

Dissociative Disorders, Schizophrenia, and Personality Disorders (7 days)

- Describe the symptoms and causes of dissociative disorders.
- Describe the symptoms and causes of schizophrenia.
- Identify personality disorders.

Psychological Therapies (4 days)

- Define psychotherapy and explain Sigmund Freud's psychodynamic theory.
- Explain how humanistic therapist try to help people with emotional problems.
- Explain how behavior therapists apply the principles of classical conditioning and operant conditioning in their practice.
- Describe the basis of cognitive therapy and cognitive-behavioral therapy
- Summarize the advantages of group therapy and explain when group therapy is the most often used.

Biomedical Therapies (2 days)

- Describe the uses and effectiveness of antipsychotic, anti-anxiety, and anti-depressant drugs.
- Explain what "shock therapy" is, including what it is used for as well as its effectiveness.
- Summarize lobotomies were performed and why they are no longer used.

Movie that demonstrates (A Beautiful Mind) (5 days)

- Review Schizophrenia, Intro John Nash
- Distribute movie handout
- View movie, students will record their thoughts, review at the end of each period.
- Discuss

Research Disorder Create Informational Poster (5 days)

- Students will choose one of the disorders that have been discussed.
- Research the disorder, record their findings.
- Create an eye-catching poster which will be displayed during Mental Health Awareness month (May)

Review (1 day)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- Crash Course Psychology (YouTube) [ep 28 Psychological Disorders](#), [ep 29 OCD & Anxiety Disorders](#), [ep 30 Depression & Bipolar](#), [ep 31 Trauma & Addiction](#), [ep 32 Schizophrenia & Dissociative Disorders](#), [ep 33 Eating & Body Dysmorphic Disorders](#), [ep 34 Personality Disorders](#), [ep 35 Getting Help- Psychotherapy](#), [ep 36 Biomedical Treatments](#), Documentary: [Bellevue Inside out](#) (YouTube)
- Movies available- A Beautiful Mind (Schizophrenia), What About Bob? (Personality Disorders, Anxiety, Hypochondriasis), Sybil (Dissociative Identity Disorder), Regin Over Me (PTSD), Silver Linings Playbook (Depression, Anger, Loss), 28 Days (Addiction), Finding Dory (Memory loss)
- TV Shows- Modern Love (Amazon Prime- Bipolar Disorder), Dr. Phil, Oprah, 60 Minutes, Dateline, Motherboard (on YouTube)
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- VA-1.2 Cite examples of abnormal behavior.

4.0	Students will be able to: <ul style="list-style-type: none"> Apply the concepts discussed to determine what is abnormal behavior.
3.0	Students will be able to: <ul style="list-style-type: none"> Investigate behaviors that may be “abnormal” to your culture, but not to another culture.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how psychologists define what kind of behavior is diagnosed as a psychological disorder.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe how psychologists define what kind of behavior is diagnosed as a psychological disorder.
0.0	Even with help, no success

Standard(s):

- VA-4.2 Discuss the stigma associated with abnormal behavior.

4.0	Students will be able to: <ul style="list-style-type: none"> Design a pamphlet that would educate and help reduce the negative stigma associated with mental health.
3.0	Students will be able to: <ul style="list-style-type: none"> Cite evidence that supports the biological aspect of mental disorders.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain the potential dangers of diagnostic label and identify the benefits.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Explain the potential dangers of diagnostic label and identify the benefits.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through Schoology or OneNote content library and through online textbook content and resources.</p> <p>Assist students in getting organized.</p> <p>Give brief, clear directions.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark student's daily progress.</p>

	Prepare materials at varying levels of ability.
English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Examples:</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- 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.

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- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

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Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 4 Title: Developmental Psychology

Unit Description: This unit in College Prep Psychology focuses on developmental psychology and understanding the changes that occur throughout a person's life –from conception to death. The areas of study in developmental psychology include prenatal, child, adolescent, and adult development. A special focus will be given to the physical, cognitive, emotional, moral, and social processes of human growth during each stage of development. Also examined in this unit will be parenting styles and the importance of secure attachment between child and caregiver throughout the formative years of development. Children's art will be analyzed to understand how this field of study helps psychologists study the intellectual and creative abilities exhibited during the early years of life. Special attention will also be focused on adolescent development and the "storm and strife" faced during this important transition to adulthood.

Unit Duration: 6 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

IIIA-1: Development as a lifelong process.

- IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.
- IIIA-1.2 Examine the nature of change over the lifespan.
- IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children.
- IIIA-1.4 Apply lifespan principles to personal experience.

IIIA-2: Research techniques used to gather data on the developmental process.

- IIIA-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.

IIIA-3: Theories of development.

- IIIA-3.1 Explain various developmental models.
- IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.
- IIIA-3.3 Examine the development of ethnic identity.
- IIIA-3.4 Explore developmental theories as they relate to cultural bias.

IIIA-4: Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods).

- IIIA-4.1 Describe the role of critical periods in development.
- IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development.

IVC-3: Structural features of language.

- IVC-3.1 Define language as symbols and sounds that convey meaning and facilitate communication.

IVC-4: Theories and developmental stages of language acquisition.

- IVC-4.1 Discuss the effects of development on language acquisition.

IVC-5: Links between thinking and language.

- IVC-5.1 Examine the influence of language on thought and behavior.

Indicators:

- Describe how humans grow from single cells into newborns.
- Explain how genes and early experiences affect infant and child development.

- Describe Jean Piaget's theory of cognitive development and explain how children think at specific cognitive stages.
- Identify the probable effects of attachment types and parenting styles.
- Describe the building blocks of language.
- Summarize the stages of language development.
- Explain the three major issues developmental psychologists' debate regarding infant and child development.
- Define adolescence and describe how culture affects it.
- Describe the major physical changes that occur during adolescence.
- Explain how adolescent reasoning differs from the reasoning of younger children.
- Describe behaviors supporting the idea that developing a sense of identity is the primary social challenge of adolescence.
- Explain how the three key development issues apply to adolescence.
- Define the concept known as the "social clock" and describe how it relates to the transition from adolescence to adulthood.
- Describe the likely effects of social changes (marriage, employment, aging) on happiness and life satisfaction.

Understandings:

Students will understand that...

- Heredity and environment work together to influence how we develop throughout the lifespan.
- When considering cognitive, social and moral development, it is essential to understand there are many opposing views regarding our development. Some psychologists believe human development is a gradual, continuous process (like riding up an escalator) while others believe it goes through a sequence of separate stages (like climbing up the rungs on a ladder) Regardless of the theory, most psychologists would agree that cognitive, social and moral development throughout the lifespan are interrelated, progressive and essential.
- Our thought process is influenced by our established language and culture in a concept known as linguistic determinism.
- There are multiple ways to solve problems, some of which require algorithmic logic, while others include trial and error. Past experiences and our environment may inhibit individual's ability to solve problems as they confront typical cognitive obstacles and hindrances.

Essential Questions:

- What are the major questions that underlie the study of human development?
- How do developmental psychologists study age-related changes?

Prenatal/Child

- What are the major stages of prenatal development?
- What are some of the major threats to prenatal development?
- What are some types of tests are used to detect chromosomal and genetic anomalies?
- What reflexes do newborn babies show?
- How does the infant development physically during the first year of life?
- How do the infant's motor abilities develop during the first year?
- What are the three basic types of infant temperament (New York Longitudinal Study) and what are the major differences among them?
- What are the three types of attachment styles (Ainsworth)?
- What are the three major styles of parenting (Baumrind) and how do they differ?

<ul style="list-style-type: none"> Gender is not strictly the product of our biological makeup, rather a combination of our biology, our environmental expectations, our cultural norms, and our learned behaviors. Humans approach death very differently depending on their culture. As technology and medicine continue to advance, more people are having to confront the issues of a growing population that are becoming more dependent on younger generations. 	<ul style="list-style-type: none"> What roles do peer relationships play in child's emotional and social development? What are the stages of psychosocial development (Erikson) during childhood? How do assimilation and accommodation differ? What are the major features associated with Piaget's stages of cognitive development? <p>Adolescent</p> <ul style="list-style-type: none"> What is puberty? What changes in cognitive development occur during adolescence? What are Kohlberg's levels of moral reasoning? What did Erikson believe is the major developmental challenge of adolescence? <p>Adult</p> <ul style="list-style-type: none"> What physical and cognitive changes take place as people age? How does social and personality development occur during early adulthood?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Classwork assignments Homework assignments Class Participation/Preparation Class discussion Questioning strategies Summative assessments Benchmark assessments Mid-term/Final exam Unit/chapter tests and quizzes Teacher observations Independent reading/writing Class discussion Collaboration/group work Multimedia projects 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observations Informal checks for understanding Independent reading/student conferences Independent writing/student conferences Informal Class discussions Collaboration with others Group work Classwork Homework Teacher-created tests and quizzes Teacher-created multimedia projects
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Benchmarks:

Prenatal and Child Development Assessment

Adolescent Development Assessment

Learning Plan**Learning Activities:**

Prenatal and Childhood development (5 days)

- Describe how humans grow from single cells into newborns.
- Explain how genes and early experiences affect infant and child development.
- Describe Jean Piaget's theory of cognitive development and explain how children think at specific cognitive stages.
- Identify the probable effects of attachment types and parenting styles.
- Explain the three major issues developmental psychologists' debate regarding infant and child development.

Prenatal/Fetal Developmental Disorder Research, Create, and Presentation (5 days)

- Students will choose from a list of fetal disorders (students may choose another not on the list if teacher approves)
- Research disorder and create a pamphlet outlining how it happens, why it happens, what does it look like, are treatments available?
- Create a pamphlet showcasing the research completed.

Language Development (2 days)

- Describe the building blocks of language.
- Summarize the stages of language development.
- Genie Case Study

Review (1 day)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Adolescent Development (5 days)

- Define adolescence and describe how culture affects it.
- Describe the major physical changes that occur during adolescence.
- Explain how adolescent reasoning differs from the reasoning of younger children.

- Describe behaviors supporting the idea that developing a sense of identity is the primary social challenge of adolescence.
- Explain how the three key development issues apply to adolescence.

Adolescent PSA Research, Create, and Presentation (5 days)

- Choose an issue facing teens (list is provided, students may choose another pending approval).
- Create a video PSA outlining the issue, how it affects teens, what can be the results, and how can it be prevented.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Adulthood and Aging (3 days)

- Define the concept known as the “social clock” and describe how it relates to the transition from adolescence to adulthood.
- Describe the likely effects of social changes (marriage, employment, aging) on happiness and life satisfaction.

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- Crash Course Psychology (YouTube)- [ep 18 Growth of Knowledge](#), [ep 19 Monkeys & Morality](#), [ep 20 Adolescence](#), [ep 16 Language](#) , Piaget Conservation [Example 1](#) and [Example 2](#), Genie the Wild Child [Long Version](#) and [Short Version](#) ,
- TV Shows- Leave it to Beaver, Brady Bunch, Cosby Show, Modern Family
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
<ul style="list-style-type: none"> IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Design their own experiment, testing their hypotheses on conservation tasks and children's stages of cognitive development.
3.0	Students will be able to: <ul style="list-style-type: none"> While watching children at various stages, hypothesize what stage the child is in and if the child will grasp conservation (volume, mass, number, etc.).
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how children think at the different cognitive stages in Jean Piaget's theory of cognitive development.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe how children think at the different cognitive stages in Jean Piaget's theory of cognitive development.
0.0	Even with help, no success

Standard(s):	
<ul style="list-style-type: none"> IVC-4.1 Discuss the effects of development on language acquisition. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze the case study Genie Wiley (aka Genie the Wild Child or Feral Child) and determine if in the 21st century she could acquire language.
3.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize what might happen to the language development if a child does not/cannot hear someone speaking to the child
2.0	Students will be able to: <ul style="list-style-type: none"> Describe the building blocks of language.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe the building blocks of language.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through Schoology or OneNote content library and through online textbook content and resources.</p> <p>Assist students in getting organized.</p> <p>Give brief, clear directions.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p>

	<p>Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark student's daily progress. Prepare materials at varying levels of ability.</p>
English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf Examples: Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. When possible, use pictures, photos, and charts. Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. Integrate students' cultural background into class discussions. Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- NJSLA.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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.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.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.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.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Standard 9.1 21st-Century Life and Career Skills: *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 5 Title: Physiological Psychology

Unit Description: This unit in College Prep Psychology focuses on the biological basis of behavior through the study of the brain and nervous system, memory, and sensation and perception. A specific focus will be given to the brain and nervous system to better understand human behavior from the biological perspective. The functions and capacities of the brain and nervous system will be studied in connection to its influence on behavior. The processes of memory will also be studied in relation to the brain and how information becomes memory. The storage and retrieval of memory will be explored as well as the process of forgetting. In addition to the processes of memory, the vital processes of sensation and perception will be studied in relation to how humans connect with and function in the world. Vision, hearing, smell, taste, and the skin sensations will be examined as well as how the information gathered from the senses are organized into the meaningful experiences of perception. Through the study of all the elements of physiological psychology, the importance of the biological basis of behavior will be discovered.

Unit Duration: 6 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

Brain

IIA-1: Structure and function of the neurons.

- IIA-1.1 Identify the neuron as the basis for neural communication.
- IIA-1.2 Describe how information is transmitted and integrated in the nervous system.

IIA-2: Organization of the nervous system.

- IIA-2.1 Classify the major divisions and subdivisions of the nervous system.
- IIA2.2 Differentiate the functions of the various subdivisions of the nervous system.

IIA-3 Hierarchical organizations of the structure and functions of the brain.

- IIA-3.1 Identify the structure and functions of the major regions of the brain.
- IIA- 3.2 Recognize the specific functions are centered in specific lobes of the cerebral cortex.
- IIA- 3.3 Describe lateralization of brain functions.

IIA-4: Technologies and clinical methods for studying the brain.

- IIA-4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.

Memory

IVB-1: Encoding or getting information into memory.

- IVB-1.1 Characterize the difference between surface and deep (elaborate) processing.
- IVB-1.2 Identify other factors that influence encoding.

IVB-2: Sensory, working or short-term, and long-term memory systems.

- IVB-2.1 Describe the operation of sensory memory
- IVB-2.2 Describe the operation of short-term memory and working memory.
- IVB-2.3 Describe the operation of long-term memory.

IVB-3: Retrieval or getting information out of memory.

- IVB-3.1 Analyze the importance of retrieval cues in memory.
- IVB-3.2 Explain the role that interference plays in retrieval.
- IVB-3.3 Relate difficulties created by reconstructive memory processes.

IVB-4: Biological bases of memory.

- IVB-4.1 Identify the brain structures most important to memory.

IVB-5: Methods for improving memory.

- IVB-5.1 Identify factors that interfere with memory.
- IVB-5.2 Describe strategies for improving memory based on our understanding of memory.

IVB-6: Memory Constructions.

- IVB-6.1 Describe the processes that lead to inaccuracies in memory.

Sensation and Perception

IIB-1: Basic concepts explaining the capabilities and limitations of sensory processes.

- IIB-1.1 Explain the concepts of threshold, adaptation, and constancy.
- IIB-1.2 Describe the operation of the sensory systems.
- IIB-1.3 List forms of energy for which we do and do not have sensory receptors.
- IIB-1.4 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture and so on.

IIB-2: Interaction of the person and the environment in determining perception.

- IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on.
- IIB-2.2 Describe monocular and binocular cues
- IIB-2.3 Describe influence on perception of environmental variables, motivation, past experiences, culture, and expectations.

IIB-3: Nature of Attention

- IIB-3.1 Explain what is meant by attention.
- IIB-3.2 Describe how attention differs for demanding versus simple tasks.

Indicators:

Brain

- Describe the parts of a neuron and their functions.
- Explain how neurotransmitters allow for communication between neurons.
- Describe the tools available to psychological scientists for studying the brain.
- Identify the regions of the cerebral cortex and describe the functions of each region.

Memory

- Summarize the factors that allow for effective encoding of information into memory.
- Explain the differences between sensory, short-term/working memory, and long-term memory.
- Summarize the factors that influence what we can remember and what we forget.
- Explain how encoding failure can lead to forgetting.
- Explain how storage failure can lead to forgetting.
- Explain how retrieval failure can lead to forgetting.
- Describe how memory construction can contribute to inaccurate memories.

Sensation and Perception

- Describe potential real-life application of thresholds, signal detection, sensory adaptation, and selective attention.
- Explain what role the cornea, pupil, iris, and lens play in the processing of light and how the cells in the retina change light into nerve impulses.
- Describe the trichromatic and the opponent-process theories of color vision.
- Explain how the structure of the ear process sound waves and change them into nerve impulses.
- Briefly describe how taste, smell, and touch sensations are processed.
- Describe the binocular and monocular cues that allow us to judge distance.
- Explain the impact of constancy on visual perception.
- Explain how our expectations affect what we perceive.
- Explain the connection between principles of perception and optical illusions.

Understandings:

Students will understand that...

- Understand the interaction between the brain, nervous system, endocrine system, and genetics and how they influence our behavior and mental processes.
- Examine the various ways in which researchers better understand the brain.
- While sensation is physiological, perception is experiential.
- Memory is the persistence of learning over time and works as a process through three separate memory “systems.”
- The classic memory model includes a temporary sensory memory that registers information from our senses, some of which are processed in our limited short-term memory, and finally a fraction is encoded in our long-term memory for later retrieval.
- Memory is vulnerable to many different elements, including natural forgetting, misattribution, suggestibility and bias. It is key to recognize memory is not like a recorder with a perfect account of the past, rather a process that is easily malleable.

Essential Questions:

Brain and Memory

- What is a neuron?
- What are the parts of a neuron?
- How is a neural impulse generated and transmitted from one neuron to another?
- What roles do neurotransmitters play in psychological functioning?
- How is the brain organized and what are the functions of the various parts?
- What is the major function associated with the four lobes of the cerebral cortex?
- What recording and imaging techniques are used to study brain functioning?
- What are the basic processes and stages of memory?
- What is decay theory?
- What is interference theory?
- What is amnesia?
- What is the role of the hippocampus in memory?

Sensation and Perception

- What is sensation?
- How do the eyes process light?
- What are the two major theories of color vision?
- What are the two major forms of color blindness?
- How does the ear enable us to hear sound?
- What are the main types of and causes of deafness?
- How do we sense odors?

- How do we sense tastes?
- What are the skin senses?
- What are the kinesthetic and vestibular senses?
- What is perception?
- How is perception influenced by attention?
- What are the Gestalt principals of perceptual organization?
- What is perceptual constancy?
- What cues do we use to perceive depth?
- What cues do we use to perceive movement?
- What are visual illusions?

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Informal Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Brain Structures and Function Assessment
Memory Function and Problems Assessment
Sensation and Perception Assessment

Learning Plan

Learning Activities:

Brain (total: 7-8 days)

The Brain (5 days)

- Describe the parts of a neuron and their functions.
- Explain how neurotransmitters allow for communication between neurons.
- Describe the tools available to psychological scientists for studying the brain.
- Identify the regions of the cerebral cortex and describe the functions of each region.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Memory (total: 10-11 days)

Information Processing (Encoding, types of memory, strategies to improve memory) (3 days)

- Summarize the factors that allow for effective encoding of information into memory.
- Explain the differences between sensory, short-term/working memory, and long-term memory.

Forgetting and Memory Construction (5 days)

- Summarize the factors that influence what we can remember and what we forget.
- Explain how encoding failure can lead to forgetting.
- Explain how storage failure can lead to forgetting.
- Explain how retrieval failure can lead to forgetting.
- Describe how memory construction can contribute to inaccurate memories.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Sensation and Perception (total: 11-12 days)

Sensation (6 days)

- Describe potential real-life application of thresholds, signal detection, sensory adaptation, and selective attention.
- Explain what role the cornea, pupil, iris, and lens play in the processing of light and how the cells in the retina change light into nerve impulses.
- Describe the trichromatic and the opponent-process theories of color vision.
- Explain how the structure of the ear process sound waves and change them into nerve impulses.

Perception (3 days)

- Briefly describe how taste, smell, and touch sensations are processed.

- Describe the binocular and monocular cues that allow us to judge distance.
- Explain the impact of constancy on visual perception.
- Explain how our expectations affect what we perceive.
- Explain the connection between principles of perception and optical illusions.

Review (1 day)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- BRAIN- Crash Course Psychology (YouTube) ep 3 Chemical Mind, ep 4 Meet Your Master
- MEMORY-Crash Course Psychology (YouTube) ep13 How We Make Memories, ep 14 Remembering and Forgetting
- 60 Minutes- Picking Cotton [part 1](#) and [part 2](#) ; [The Man With The Seven Second Memory \(Amnesia Documentary\) | Real Stories](#) (Clive Wearing on YouTube)
- SENSATION & PERCEPTION- Crash Course (YouTube) ep 5 Sensation & Perception, ep 6 Homunculus, ep 7 Perceiving is Believing, [Vision: Crash Course A&P #18](#), [Hearing & Balance: Crash Course A&P #17](#), [Taste & Smell: Crash Course A&P #16](#)
- National Geographic's Brain Games- there are multiple episodes to use for Brain, Memory, Sensation & Perception
- Movies suitable for this unit: 50 First Dates, The Vow, Notebook- show issues with memory (damage to brain, Alzheimer's), Finding Dory (Memory), Inside Out (Short Term/Long Term Memory, Decay Theory)
- [Schoology Brain and Memory Resources Folder](#)
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- IIA-3.1 Identify the structure and functions of the major regions of the brain.

4.0	Students will be able to: <ul style="list-style-type: none"> Create a replica of the brain demonstrating the functions and locations.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare the regions of the brain and determine if there is overlap.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the regions of the cerebral cortex and describe the functions of each region.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Identify the regions of the cerebral cortex and describe the functions of each region.
0.0	Even with help, no success

Standard(s):

- IIB-1.2 Describe the operation of the sensory systems.

4.0	Students will be able to: <ul style="list-style-type: none"> Create a replica of the parts of the eye and demonstrate how the process of vision works.
3.0	Students will be able to: <ul style="list-style-type: none"> Hypothesize what would happen if you lost one of your senses.
2.0	Students will be able to: <ul style="list-style-type: none"> Briefly describe how taste, smell, and touch sensations are processed.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Briefly describe how taste, smell, and touch sensations are processed.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
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English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Examples:</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
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Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- 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.
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Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

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Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 6 Title: Social Psychology

Unit Description: This unit in College Prep Psychology focuses on how people think about, influence, and relate to other people. A specific focus will be given to the ways social situations influence behavior. Specifically, the extreme forms of social behavior, altruism and aggression, will be investigated. Also examined will be how behavior is influenced by other people and groups through the study of conformity and obedience. Through the analysis of case studies, the significance of researching and studying social behavior will be understood.

Unit Duration: 2 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

VC-1: Social judgment and attitudes.

- VC-1.1 Demonstrate an understanding of person perception.
- VC-1.2 Describe how attributions affect our explanations of behavior.
- VC-1.3 Identify sources of attitude formation.
- VC-1.4 Assess some methods used to change attitudes.

VC-2: Social and cultural categories.

- VC-2.1 Identify basic social and cultural categories.
- VC-2.2 Discuss how social and cultural categories affect behavior.

VC-3: Social influence and relationships.

- VC-3.1 Describe effects of the presence of others on individual behavior.
- VC-3.2 Describe how social structure can affect intergroup relations.
- VC-3.3 Explore the nature and effects of bias and discrimination.
- VC-3.4 Describe circumstances under which conformity and obedience are likely to occur.
- VC-3.5 Discuss the nature of altruism in society.
- VC-3.6 Discuss the significance of aggression.
- VC-3.7 Discuss factors influencing attraction

Indicators:

- Describe how the attribution theory predicts the way we explain the behavior of others.
- Explain how attitudes affect actions and how actions affect attitudes.
- Describe what research says about conformity and obedience.
- Explain how being around others affects our behavior and how group membership affects our thinking and decision making.
- Describe how personal control influences our behavior.
- Identify factors that influence altruistic behavior.
- Describe how stereotypes are formed and how can they lead to prejudice and discrimination.
- Explain the biological and learning factors that lead to aggressive behavior.

<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding how our environment influences our thought processes and behavior. • The power of the situation and its influence on the factors of conformity and obedience to authority. • Individuals are motivated to act in a prosocial way because of altruism. Although others act in a prosocial way in the hope of reciprocation in some way (selfishness). • The power of the situation is key. Many people act in an antisocial manner in large group (in groups out group), or when they can hide their identity (deindividuation). 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major influences on first impressions, and why do first impressions often become lasting impressions? • What factors are linked to helping behavior? • What is prejudice and how does it develop? • What can be done to reduce prejudice? • What factors contribute to human aggression? • What is social identity? • What was the significance of the Asch study on conformity? • Why were Milgram's findings so disturbing and why were his methods so controversial? • How does the presence of others affect individual performance? • What factors influence altruistic behavior? • How are stereotypes formed, and how can they lead to prejudice and discrimination? • What are biological and learning factors that lead to aggressive behavior?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Classwork assignments • Homework assignments • Class Participation/Preparation • Class discussion • Questioning strategies • Summative assessments • Benchmark assessments • Mid-term/Final exam • Unit/chapter tests and quizzes • Teacher observations • Independent reading/writing • Class discussion • Collaboration/group work • Multimedia projects 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Informal Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects

Benchmarks:

Social Psychology Assessment

Learning Plan

Learning Activities:

Social Thinking and Social Influence (4 days)

- Describe how the attribution theory predicts the way we explain the behavior of others.
- Explain how attitudes affect actions and how actions affect attitudes.
- Describe what research says about conformity and obedience.
- Explain how being around others affects our behavior and how group membership affects our thinking and decision making.
- Describe how personal control influences our behavior.

Social Relations (4 days)

- Identify factors that influence altruistic behavior.
- Describe how stereotypes are formed and how can they lead to prejudice and discrimination.
- Explain the biological and learning factors that lead to aggressive behavior.

Review (1 day)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
- Textbook created resources: tests, quizzes, exit tickets, readings, graphic organizers, readings
- Crash Course Psychology (YouTube) [ep 37 Social Thinking](#), [ep 38 Social Influence](#), [ep 39 Prejudice & Discrimination](#), [ep 40 Aggression vs. Altruism](#) ; [Sneeches](#)
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

VC-3.1 Describe effects of the presence of others on individual behavior.

4.0	Students will be able to: <ul style="list-style-type: none"> Design a memorial to honor a person who is an example of a rescuer.
3.0	Students will be able to: <ul style="list-style-type: none"> Think about a situation and recognize the bystander effect and its results.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain how being around others affects our behavior and how group membership affects our thinking and decision making.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Explain how being around others affects our behavior and how group membership affects our thinking and decision making.
0.0	Even with help, no success

Standard(s): VC-1.2 Describe how attributions affect our explanations of behavior.

4.0	Students will be able to: <ul style="list-style-type: none"> Design a comic strip to demonstrate situational and dispositional behaviors.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop a logical argument to explain why we use situational to describe our bad behaviors.
2.0	Students will be able to: <ul style="list-style-type: none"> Describe how attributions affect our explanations of behavior.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe how attributions affect our explanations of behavior.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge.</p> <p>Provide ample opportunities for creative behavior.</p> <p>Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</p> <p>Show appreciation for creative efforts</p> <p>Respect unusual questions, ideas, and solutions.</p> <p>Encourage students to test their ideas.</p> <p>Provide opportunities and give credit for self-initiated learning.</p> <p>Avoid overly detailed supervision and too much reliance on prescribed curricula.</p> <p>Allow time for reflection.</p> <p>Resist immediate and constant evaluation.</p> <p>Avoid comparisons to other students.</p>
Struggling Learners	<p>Facilitate access to review materials and remediation activities through Schoology or OneNote content library and through online textbook content and resources.</p> <p>Assist students in getting organized.</p> <p>Give brief, clear directions.</p> <p>Give prompt cues during student performance.</p> <p>Let students with poor writing skills use a computer.</p> <p>Break assignments into small segments and assign only one segment at a time.</p> <p>Demonstrate skills and have students model them.</p> <p>Give prompt feedback.</p> <p>Use continuous assessment to mark student's daily progress.</p>

	Prepare materials at varying levels of ability.
English Language Learners	<p>Coordinate with English Language Learner Advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <p>Examples:</p> <p>Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</p> <p>When possible, use pictures, photos, and charts.</p> <p>Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</p> <p>Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</p> <p>Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</p> <p>Integrate students' cultural background into class discussions.</p> <p>Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Reading & Writing taken from [New Jersey Student Learning Standards ELA](#)

- 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.
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- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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- NJSLSA.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.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Integration of 21st Century Skills

Indicators:

Standards are taken from:

[New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers](#)

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Standard 9.1 21st-Century Life and Career Skills: *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Unit 7 Title: States of Consciousness

Unit Description: This unit in College Prep Psychology focuses on the various states of consciousness and how they can be altered. A special focus will be given to the importance of sleep and its effect on human behavior. Sleep disorders and how these disorders affect individual behavior will also be explored. In connection with sleep, dreams and the various theories on why dreams occur will be evaluated. Another state of consciousness, hypnosis, will be studied in relation to how it can be used to influence behavior. The different types of meditation will also be examined in relation to its benefits on the health and wellness of an individual.

Unit Duration: 3 Weeks

Desired Results

Standard(s): National Standards for High School Psychology Curricula

IVD-1: Understand the nature of consciousness.

- IVD-1.1 Define states of consciousness
- IVD-1.2 Describe levels of consciousness

IVD-2: Characteristics of sleep and theories that explain why we sleep.

- IVD-2.1 Describe the sleep cycle.
- IVD-2.2 Compare theories that explain why we sleep.
- IVD-2.3 Assess types of sleep disorders.

IVD-3: Theories used to explain and interpret dreams.

- IVD-3.1 Demonstrate an understanding of individual differences in dream content and recall.
- IVD-3.2 Compare different theories about the use and meaning of dreams.

IVD-4: Basic phenomena and uses of hypnosis.

- IVD-4.1 Describe several hypnotic phenomena.
- IVD-4.2 Explain possible uses of hypnosis in psychology.

IVD-5: Categories of psychoactive drugs and their effects.

- IVD-5.1 Characterize the major categories of psychoactive drugs and their effects.
- IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

Indicators:

- Explain how psychologists mean by consciousness.
- Identify different body rhythms and explain how they affect us.
- Describe what happens to your body when you don't get enough sleep.
- Describe the benefits of sleeping.
- Explain the stages we go through when we sleep.
- Explain why REM sleep is described as paradoxical.
- Describe the four modern explanations of why we dream.
- Define sleep disorders and describe how they interfere with our sleep cycle.
- Define psychoactive drugs and the concept of dependence.
- Describe physiological and psychological effects of drinking alcohol.
- Describe physiological and psychological effects of stimulants.
- Describe physiological and psychological effects of hallucinogens.

- Describe physiological and psychological effects of opioids.
- Describe physiological and psychological effects of marijuana.
- Describe physiological and psychological effects of dangerous psychoactive drugs.
- Debate whether hypnosis is really a different state of consciousness.
- Describe the power of hypnotic suggestions.
- Evaluate claims of different applications of hypnosis, such as whether hypnosis can improve our memory or our physical state.
- Describe the benefits of relaxation and mediation.

Understandings:

Students will understand that...

- Sleep is the result of our body's natural rhythmic pattern of wake and sleep called the circadian rhythm.
- There are different theories for why we dream though: Freud thought dreams were ways in which the mind dealt with unresolved, unconscious conflicts.
- The activation synthesis theory claims that dreams are just random firings of neurons.
- Other theories state that dreams help us deal with problems from our day or process newly learned material.

Essential Questions:

- What are the different states of consciousness?
- How are our sleep-wake cycles regulated?
- What are the stages of sleep?
- What functions does sleep serve?
- Why do we dream?
- What are sleep disorders?
- What is meditation?
- What is hypnosis?
- What are depressants?
- What are stimulants?
- What are hallucinogens?
- When does drug use cross the line from use to abuse and dependence?

Assessment Evidence

Performance Tasks:

- Classwork assignments
- Homework assignments
- Class Participation/Preparation
- Class discussion
- Questioning strategies
- Summative assessments
- Benchmark assessments
- Mid-term/Final exam
- Unit/chapter tests and quizzes
- Teacher observations
- Independent reading/writing
- Class discussion
- Collaboration/group work
- Multimedia projects

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Informal Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Consciousness Assessment

Learning Plan

Learning Activities:**Sleep, Dreams, and Body Rhythms (3 days)**

- Explain how psychologists mean by consciousness.
- Identify different body rhythms and explain how they affect us.
- Describe what happens to your body when you don't get enough sleep.
- Describe the benefits of sleeping.
- Explain the stages we go through when we sleep.
- Explain why REM sleep is described as paradoxical.
- Describe the four modern explanations of why we dream.
- Define sleep disorders and describe how they interfere with our sleep cycle.

Sleep Lab (1 day)

- Discuss importance of sleep and how to get the best sleep.
- Using the techniques discussed in class, students will practice relaxation techniques.
- Students will then implement these techniques in this specific period.
- Emphasis use of these techniques for nightly ritual for falling asleep.

Dream Record, Research, and Analysis (3 days)

- At the beginning of the Unit, students will begin recording (writing down) their dreams.
- Analyze dreams and symbols that show up in the dreams.
- Create an analysis- describing the dream, analyzing, and explaining their (student's) views on the interpretation.
- Include an illustration or collage.

Psychoactive Drugs (2 days)

- Define psychoactive drugs and the concept of dependence.
- Describe physiological and psychological effects of drinking alcohol.
- Describe physiological and psychological effects of stimulants.
- Describe physiological and psychological effects of hallucinogens.
- Describe physiological and psychological effects of opioids.
- Describe physiological and psychological effects of marijuana.
- Describe physiological and psychological effects of dangerous psychoactive drugs.

Hypnosis and other States of Consciousness (3 days)

- Debate whether hypnosis is really a different state of consciousness.
- Describe the power of hypnotic suggestions.
- Evaluate claims of different applications of hypnosis, such as whether hypnosis can improve our memory or our physical state.
- Describe the benefits of relaxation and mediation.

Review (1-2 days)

- Study Guide (which can be given at the beginning of the unit and the students should fill in as we learn the material)
- Any type of review game- Kahoot, etc.

Assessment (1 day)

Resources:

- *Thinking about Psychology: The Science of Mind and Behavior*, 4th ed., Charles T. Blair-Broeker
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- Crash Course Psychology (YouTube) [ep 8 Consciousness](#), [ep 9 To Sleep, Perchance to Dream](#), [ep 10 Altered States](#)
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- IVD-2.3 Assess types of sleep disorders.

4.0	Students will be able to: <ul style="list-style-type: none"> • Design a bedtime routine that will help to limit a particular sleep disorder issue.
3.0	Students will be able to: <ul style="list-style-type: none"> • Hypothesize the root of the sleep disorder a person is experiencing,
2.0	Students will be able to: <ul style="list-style-type: none"> • Define sleep disorders
1.0	With help, partial success at level 2.0 content and level 3.0 content: Define sleep disorders
0.0	Even with help, no success

Standard(s):

- IVD-1.1 Define states of consciousness

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a routine for your classmate to use to prepare for a stressful test/assessment/situation.
3.0	Students will be able to: <ul style="list-style-type: none"> • Critique the process of how you approach a stressful situation.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe the benefits of relaxation and mediation.
1.0	With help, partial success at level 2.0 content and level 3.0 content: Describe the benefits of relaxation and mediation.
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