

# Audubon Public School District



APSD Psychology

Curriculum Guide

Developed by

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**Table of Contents**

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 13
Unit 3	Page 20
Unit 4	Page 26
Appendix A: Previous Curriculum Documents	Page 32



## **Course Description**

Psychology: Grades 10-12

Have you ever wondered why everyone doesn't think, feel, and behave the way you do? Introduction to Psychology will provide an opportunity for students to learn about the fundamental processes and behaviors of individuals and how they impact stages of life, personality, motivation and stress. Students will read and discuss articles about psychological issues confronting their generation, create and conduct surveys, as well as take part in Socratic Seminars and role play. This class will be taken in conjunction with a one semester Economics for Consumers class.

## Overview / Progressions

Overview	Standards / Performance Expectations	Unit Focus
<p style="text-align: center;"><b>Unit 1</b> Introduction, Perspectives / Approaches, and Research Methods</p>	<ul style="list-style-type: none"> <li>● Scientific Inquiry and Research Methods Foundation:               <ul style="list-style-type: none"> <li>○ 1.1</li> <li>○ 1.2</li> <li>○ 1.3</li> <li>○ 1.4</li> <li>○ 2.1</li> <li>○ 2.2</li> <li>○ 2.3</li> <li>○ 2.4</li> <li>○ 2.5</li> <li>○ 3.1</li> <li>○ 3.2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● After concluding this unit, students understand:               <ul style="list-style-type: none"> <li>○ The nature of psychological science</li> <li>○ Research Methods and Measurements used to study behavior and mental processes</li> <li>○ Ethical issues in research with human and non-human animals</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Unit 2</b> Stress</p>	<ul style="list-style-type: none"> <li>● Mental and Physical Health Pillar: Standard Area - Health               <ul style="list-style-type: none"> <li>○ 1.1</li> <li>○ 1.2</li> <li>○ 1.3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● After Concluding this unit, students understand:               <ul style="list-style-type: none"> <li>○ Stress and coping</li> <li>○ Psychological science promotes mental and physical health and wellness</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o 1.4</li> <li>o 2.1</li> <li>o 2.2</li> </ul>	
<p><b>Unit 3</b> Sleep and Dreams</p>	<ul style="list-style-type: none"> <li>● Biological Pillar: Standard Area - Consciousness <ul style="list-style-type: none"> <li>o 1.3</li> <li>o 2.1</li> <li>o 2.2</li> <li>o 2.3</li> <li>o 2.4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● After concluding this unit, students understand: <ul style="list-style-type: none"> <li>o Characteristics and functions of sleep and theories that explain why we sleep and dream</li> </ul> </li> </ul>
<p><b>Unit 4</b> Personality</p>	<ul style="list-style-type: none"> <li>● Social and Personality Pillar: Standard Area - Personality <ul style="list-style-type: none"> <li>o 1.1</li> <li>o 1.2</li> <li>o 1.3</li> <li>o 1.4</li> <li>o 1.5</li> <li>o 2.1</li> <li>o 2.2</li> <li>o 2.3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● After concluding this unit, students understand <ul style="list-style-type: none"> <li>o Empirical approaches to studying and Understanding personality</li> <li>o Assessment of personality</li> </ul> </li> </ul>

<b>Subject:</b> <b>Psychology</b>	<b>Grade: 10-12</b>	<b>Unit: 1</b> <b>Introduction,</b> <b>Perspectives /</b> <b>Approaches, and</b> <b>Research</b> <b>Methods</b>	<b>● 1<sup>st</sup> Marking Period</b>
<b>Standard / Performance Expectation</b>	<b>Critical Knowledge &amp; Skills &amp; Associated Activity</b>		
<p>Scientific Inquiry and Research Methods Foundation:</p> <p>1.1 Define psychology as discipline and identify its goals as a science</p> <p>1.2 Differentiate scientific and non-scientific approaches to knowledge</p> <p>1.3 Explain the value of both basic and applied psychological research with humans and non-human animals</p> <p>1.4 Identify careers individuals can pursue in psychological science</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● The nature of psychological science</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Define psychology as a discipline and identify its goals as a science</li> <li>● Differentiate scientific and non-scientific approaches to knowledge</li> <li>● Explain the value of both basic and applied psychological research with humans and non-human animals</li> <li>● Identify careers individuals can pursue in psychological science</li> </ul>		

<p>2.1 Describe research methods psychological scientists use</p> <p>2.2 Compare and contrast quantitative and qualitative research methods used by psychological scientists</p> <p>2.3 Describe the importance of representative samples in psychological research and the need for replication</p> <p>2.4 Explain how and why psychologists use non-human animals in research</p> <p>2.5 Explain the meaning of validity and reliability of observations and measurements</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Research methods and measurements used to study behavior and mental process</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Describe research methods psychological scientists use</li> <li>● Compare and contrast quantitative and qualitative research methods used by psychological scientists</li> <li>● Describe the importance of representative samples in psychological research and the need for replication</li> <li>● Explain how and why psychologists use non-human animals in research</li> <li>● Explain the meaning of validity and reliability of observations and measurements</li> </ul>
<p>3.1 Identify ethical requirements for research with human participants and non-human animals</p>	<p>Concept(s): Ethical issues in research with human and non-human animals</p> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Identify ethical requirements for research with human participants and non-human animals</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Inquiry / Response</li> <li>● Checks for Understanding</li> <li>● Teacher’s observation</li> <li>● Discussions</li> <li>● Quizzes</li> <li>● Perspective Poster</li> <li>● Approaches in Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Test</li> <li>● Final</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<p><a href="#">APA Unit Lesson Plans</a>          PSYCHOLOGY in Everyday Life: fourth edition          Introduction to Psychology: ninth edition</p>	<p><a href="#">Discovering Psychology Video Series</a>          Edpuzzle</p>
<b>Cross-Curricular Connections &amp; 21<sup>st</sup> Century Skills</b>	
<ul style="list-style-type: none"> <li>● 2.1E Grade 12 CPI 4 Develop a personal stress management plan to improve/maintain wellness.</li> <li>● 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> <li>● 2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.</li> <li>● 2.3.12.ATD.1 Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</li> <li>● 2.3.12.HCDM.6 Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</li> <li>● 2.1.12.CHSS.1 Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>● 2.1.12.CHSS.9 Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>● 2.1.12.EH.1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> </ul>	



- 2.1.12.EH.2 Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.4 Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 2.1.12.PGD.2 Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 3.12.12.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- 3.12.12.RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
- 3.12.10.3.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- 3.12.12.1.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 3.12.12.2.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 3.12.12.2.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

- 3.12.12.3.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 3.12.12.3.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

### **Essential Questions**

- What is scientific methodology in a social science?
- Who are the major figures in psychology research and practice?
- Why is an appreciation for diversity a key element in the study of psychology?
- What does psychology explore?
- How are scientific and professional practice regulated in psychology?
- How is psychology connected to the other subjects I am taking in school?

### **Enduring Understanding**

- Psychological knowledge advances as quickly as scientific discovery.
- It is essential to draw evidence based conclusions in psychology.
- Psychology explores the behavioral and mental processes of human and non-human animals.
- Ethical Standards regulate professional and scientific practice in psychology.
- The study of psychology is connected to all of the other content areas.
- I can relate information and ideas I learn in psychology to my everyday life; and it will help me to understand many levels of relationships.
- There are many types of careers associated with Psychology.
- Some of the most important figures on the field of psychology are: BF Skinner, Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Abraham Maslow, and Kurt Lewin
- Psychological science relies on empirical evidence and adapts as new data develop.
- Psychology explains general principles that govern behavior while recognizing individual differences.
- Psychological, biological, social and cultural factors influence behavior and mental processes.
- Psychology values diversity, promotes equity and fosters inclusion in pursuit of a more just society
- Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- Applying psychological principles can change our lives, organizations, and communities in positive ways.
- Ethical principles guide psychology research and practice.

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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	

<b>Subject:</b> <b>Psychology</b>	<b>Grade: 10-12</b>	<b>Unit: 2</b> <b>Stress</b>	<b>● 1<sup>st</sup> Marking Period</b>
<b>Standard / Performance Expectation</b>	<b>Critical Knowledge &amp; Skills &amp; Associated Activity</b>		
<p>Mental and Physical Health Pillar / Standard Area - Health:</p> <p>1.1 Define stress as a psychophysiological response to the environment</p> <p>1.2 Explain the sources of stress across the lifespan</p> <p>1.3 Explain physiological and psychological consequences of stress for health and wellness</p> <p>1.4 Explain physiological, cognitive, and behavioral strategies to deal with stress</p> <p>Biological Pillar / Standard Area - Consciousness</p> <p>1.3 Identify the effects of meditation, mindfulness, and relaxation</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Stress and coping</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Define stress as a psychophysiological response to the environment</li> <li>● Explain the sources of stress across the lifespan</li> <li>● Explain physiological and psychological consequences of stress for health and wellness</li> <li>● Explain physiological, cognitive, and behavioral strategies to deal with stress</li> </ul>		

<p>2.1 Describe factors that promote resilience and flourishing</p> <p>2.2 Identify evidence-based strategies that promote health and wellness</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Psychological science promotes mental and physical health and wellness</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Describe factors that promote resilience and flourishing</li> <li>● Identify evidence-based strategies that promote health and wellness</li> </ul>
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<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
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<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
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<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	

<b>Subject:</b> <b>Psychology</b>	<b>Grade: 10-12</b>	<b>Unit: 3</b> <b>Sleep and</b> <b>Dreams</b>	<ul style="list-style-type: none"> <li>● <b>2<sup>nd</sup> Marking Period</b></li> </ul>
<b>Standard / Performance Expectation</b>	<b>Critical Knowledge &amp; Skills &amp; Associated Activity</b>		
<p>Biological Pillar / Standard Area - Consciousness</p> <p>1.3 Identify the effects of meditation, mindfulness, and relaxation</p> <p>2.1 Describe the circadian rhythm and its relation to sleep</p> <p>2.2 Describe the sleep cycle</p> <p>2.3 Compare theories about the function of sleep and dreaming</p> <p>2.4 Compare theories about the function of sleep and dreaming</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● The different states and levels of consciousness</li> <li>● Characteristics and functions of sleep and theories that explain why we sleep and dream</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Identify the effects of meditation, mindfulness, and relaxation</li> <li>● Describe the circadian rhythm and its relation to sleep</li> <li>● Describe the sleep cycle</li> <li>● Compare theories about the function of sleep and dreaming</li> <li>● Compare theories about the function of sleep and dreaming</li> </ul>		

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Inquiry / Response</li> <li>● Checks for Understanding</li> <li>● Teacher’s observation</li> <li>● Discussions</li> <li>● Quizzes</li> <li>● Dream journal</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Test</li> <li>● Final</li> <li>● Persuasive letter</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<p><a href="#">APA Unit Lesson Plans</a>  PSYCHOLOGY in Everyday Life: fourth edition  Introduction to Psychology: ninth edition  DVD: Sleepless in America, National Geographic</p>	<p><a href="#">Discovering Psychology Video Series</a>  Edpuzzle</p>
<b>Cross-Curricular Connections &amp; 21<sup>st</sup> Century Skills</b>	
<ul style="list-style-type: none"> <li>● 2.1E Grade 12 CPI 4 Develop a personal stress management plan to improve/maintain wellness.</li> <li>● 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> <li>● 2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.</li> <li>● 2.3.12.ATD.1 Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.</li> <li>● 2.3.12.HCDM.6 Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).</li> <li>● 2.1.12.CHSS.1 Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>● 2.1.12.CHSS.9 Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>● 2.1.12.EH.1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> </ul>	

- 2.1.12.EH.2 Analyze factors that influence the emotional and social impact of mental health illness on the family.
- 2.1.12.EH.4 Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 2.1.12.PGD.2 Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 3.12.12.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- 3.12.12.RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
- 3.12.10.3.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- 3.12.12.1.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 3.12.12.2.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 3.12.12.2.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

- 3.12.12.3.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 3.12.12.3.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**Essential Questions**

- What is scientific methodology in a social science?
- Who are the major figures in psychology research and practice?
- Why is an appreciation for diversity a key element in the study of psychology?
- What does psychology explore?
- How are scientific and professional practice regulated in psychology?
- How is psychology connected to the other subjects I am taking in school?

**Enduring Understanding**

- Psychological knowledge advances as quickly as scientific discovery.
- It is essential to draw evidence based conclusions in psychology.
- Psychology explores the behavioral and mental processes of human and non-human animals.
- Ethical Standards regulate professional and scientific practice in psychology.
- The study of psychology is connected to all of the other content areas.
- I can relate information and ideas I learn in psychology to my everyday life; and it will help me to understand many levels of relationships.
- There are many types of careers associated with Psychology.
- Some of the most important figures on the field of psychology are: BF Skinner, Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Abraham Maslow, and Kurt Lewin
- Psychological science relies on empirical evidence and adapts as new data develop.
- Psychology explains general principles that govern behavior while recognizing individual differences.
- Psychological, biological, social and cultural factors influence behavior and mental processes.
- Psychology values diversity, promotes equity and fosters inclusion in pursuit of a more just society
- Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- Applying psychological principles can change our lives, organizations, and communities in positive ways.
- Ethical principles guide psychology research and practice.

## Differentiation

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

## **21st Century Skills**

- Creativity
- Innovation
- Critical Thinking

- Problem Solving
- Communication
- Collaboration

## **Integrating Technology**

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software



<b>Subject:</b> <b>Psychology</b>	<b>Grade: 10-12</b>	<b>Unit: 4</b> <b>Personality</b>	<b>● 2<sup>nd</sup> Marking Period</b>
<b>Standard / Performance Expectation</b>	<b>Critical Knowledge &amp; Skills &amp; Associated Activity</b>		
<p>Social and Personality Pillar / Standard Area - Personality</p> <p>1.1 Explain how biological and environmental factors interact to influence personality</p> <p>1.2 Explain social-cognitive approaches to understanding personality</p> <p>1.3 Explain trait-based approaches to understanding personality</p> <p>1.4 Describe methods used to study personality scientifically</p> <p>1.5 Define self-concept</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Empirical approaches to studying and understanding personality</li> </ul> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Explain how biological and environmental factors interact to influence personality</li> <li>● Explain social-cognitive approaches to understanding personality</li> <li>● Explain trait-based approaches to understanding personality</li> <li>● Describe methods used to study personality scientifically</li> <li>● Define self-concept</li> </ul>		
<p>Social and Personality Pillar / Standard Area - Personality</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Assessment of personality</li> </ul>		

<p>2.1 Differentiate personality assessment techniques</p> <p>2.2 Describe the reliability and validity of personality assessment techniques</p> <p>2.3 Analyze how personality researchers address issues of stability and change</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● Differentiate personality assessment techniques</li> <li>● Describe the reliability and validity of personality assessment techniques</li> <li>● Analyze how personality researchers address issues of stability and change</li> </ul>
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<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Inquiry / Response</li> <li>● Checks for Understanding</li> <li>● Teacher’s observation</li> <li>● Discussions</li> <li>● Quizzes</li> <li>● Personality assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter Test</li> <li>● Final</li> <li>●</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<p><a href="#">APA Unit Lesson Plans</a></p> <p>PSYCHOLOGY in Everyday Life: fourth edition</p> <p>Introduction to Psychology: ninth edition</p> <p>DVD: Sleepless in America, National Geographic</p>	<p><a href="#">Discovering Psychology Video Series</a></p> <p>Edpuzzle</p>
<b>Cross-Curricular Connections &amp; 21<sup>st</sup> Century Skills</b>	
<ul style="list-style-type: none"> <li>● 2.1E Grade 12 CPI 4 Develop a personal stress management plan to improve/maintain wellness.</li> <li>● 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.</li> </ul>	

- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.3.12.ATD.1 Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
- 2.3.12.HCDM.6 Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).
- 2.1.12.CHSS.1 Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
- 2.1.12.CHSS.9 Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
- 2.1.12.EH.1 Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.2 Analyze factors that influence the emotional and social impact of mental health illness on the family.
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- 3.12.12.3.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

<b>Essential Questions</b>	<b>Enduring Understanding</b>
<ul style="list-style-type: none"> <li>● What is scientific methodology in a social science?</li> <li>● Who are the major figures in psychology research and practice?</li> <li>● Why is an appreciation for diversity a key element in the study of psychology?</li> <li>● What does psychology explore?</li> <li>● How are scientific and professional practice regulated in psychology?</li> <li>● How is psychology connected to the other subjects I am taking in school?</li> </ul>	<ul style="list-style-type: none"> <li>● Psychological knowledge advances as quickly as scientific discovery.</li> <li>● It is essential to draw evidence based conclusions in psychology.</li> <li>● Psychology explores the behavioral and mental processes of human and non-human animals.</li> <li>● Ethical Standards regulate professional and scientific practice in psychology.</li> <li>● The study of psychology is connected to all of the other content areas.</li> <li>● I can relate information and ideas I learn in psychology to my everyday life; and it will help me to understand many levels of relationships.</li> <li>● There are many types of careers associated with Psychology.</li> <li>● Some of the most important figures on the field of psychology are: BF Skinner, Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Abraham Maslow, and Kurt Lewin</li> <li>● Psychological science relies on empirical evidence and adapts as new data develop.</li> </ul>

	<ul style="list-style-type: none"> <li>● Psychology explains general principles that govern behavior while recognizing individual differences.</li> <li>● Psychological, biological, social and cultural factors influence behavior and mental processes.</li> <li>● Psychology values diversity, promotes equity and fosters inclusion in pursuit of a more just society</li> <li>● Our perceptions and biases filter our experiences of the world through an imperfect personal lens.</li> <li>● Applying psychological principles can change our lives, organizations, and communities in positive ways.</li> <li>● Ethical principles guide psychology research and practice.</li> </ul>
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>		<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>		<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>

# Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Beth Canzanese Revised by Deborah Waite

Reapproved June 2017

Course Title: Psychology Unit Name: Introduction and Overview Grade Level 10-12

<p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>▪ Origins of Psychology</li> <li>▪ Domains</li> <li>▪ Ethics</li> <li>▪ Diversity</li> <li>▪ Impact of Scientific Methodology</li> <li>▪ Early Founders</li> <li>▪ Important figures</li> </ul>	<p><b>National Standards:</b>            Scientific Inquiry Domain – 1-3;            Bio-Psychological Domain – 1-3            Development and Learning Domain – 1-7            Sociocultural Context Domain – 1-3            Cognition Domain – 1-3            Individual Variation Domain – 1-2</p> <p><b>NJSLS:</b>            9.3A            9.4H1</p> <p><b>Companion Standards :</b>            9-12 W: 2A-E            9-12 R: 1-10</p>
<p><b>Overarching and Unit Essential Questions</b></p> <p>What is scientific methodology in a social science?            Who are the major figures in psychology research and practice?            Why is an appreciation for diversity a key element in the study of psychology?            What does psychology explore?            How are scientific and professional practice regulated in psychology?            How is psychology connected to the other subjects I am taking in school?</p>	<p><b>Overarching and Unit Enduring Understandings</b></p> <p>Psychological knowledge advances as quickly as scientific discovery.            It is essential to draw evidence based conclusions in psychology.            Psychology explores the behavioral and mental processes of human and non-human animals.            Ethical Standards regulate professional and scientific practice in psychology.            The study of psychology is connected to all of the other content areas.</p>

	<p>I can relate information and ideas I learn in psychology to my everyday life; and it will help me to understand many levels of relationships.</p> <p>There are many types of careers associated with Psychology.</p> <p>Some of the most important figures on the field of psychology are: BF Skinner, Sigmund Freud, Albert Bandura, Jean Piaget, Carl Rogers, William James, Erik Erikson, Ivan Pavlov, Abraham Maslow, and Kurt Lewin</p>
<p><b>Unit Rationale:</b> Because we are increasingly connected to the global community through education, business, cultural pursuits and politics, students will benefit from being exposed to the scientific studies involving the complexities of the human mind and the diversity of thought.</p>	<p><b>Unit Overview</b> Students will explore the elements of Psychology, including scientific method, innovators and leaders in the field, as well as professional and academic practices by reading, collaborating, researching, problem solving and role playing.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning:</b></p> <ul style="list-style-type: none"> <li>▪ Create graphic representations of the modern approaches to psychology</li> <li>▪ Research to find scholarly texts about the domains of psychology and write an essay demonstrating the different domains; showing similarities, differences and essential elements</li> <li>▪ Brainstorm sources of stress, collaboratively. Categorize them individually and discuss differences and reason for the individual categories</li> <li>▪ Discuss discrimination and poverty as stressors. Brief write on how people might cope with these challenges</li> <li>▪ List and explain possible psychological responses to stress</li> <li>▪ Create graphs showing the autonomic nervous system</li> <li>▪ Design a model to demonstrate understanding of the three regions of the brain</li> <li>▪ Write a letter to a friend, identifying his/her stressors and suggesting some ways to cope</li> <li>▪ Research, watch video of meditation; practice at home and in class – journal experiences to share with whole group</li> <li>▪ Describe how the scientific method is used during research in the field of psychology</li> <li>▪ Show understanding of id, ego and super ego by creating a model or graphic representation</li> <li>▪ Read and aloud and discuss text about dreams</li> <li>▪ Using a Venn Diagram, show the similarities and differences between good dreams and nightmares</li> </ul>	



- Keep and dream journal, including a description of the dreams as well as interpretations
- Read excerpts from Freud about dreams and then chose one other practitioner’s theory in order to identify the differences and the validity of the evidence each presents to back their theories.
- Reflect on Tai Chai, verbally, after viewing the practice
- List visualization techniques and choose some to test and evaluate their capacity to improve performance of a variety of tasks
- Show types of physical energy that do and do not have sensory receptors; describe the differences in order to demonstrate understanding of the visual sensory system
- Create a flowchart to demonstrate knowledge of the auditory sensory system
- Participate in food tasting experiments
- Role play to show the interdependence of the sensory systems
- Write an essay describing personal experiences with extrasensory perception, Include a professional definition, a personal definition and detailed examples
- Make a chart to show the differences between intuition and ESP
- Read articles on a variety of related topics and complete a review sheet that includes determining the author’s purpose and if the reasoning and evidence support the author’s claim
- Final Project: Research and present on a psychological disorder and accurately cite evidence from scientific texts

**Appendix**

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>

<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
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<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>	

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software