# TOWNSHIP OF UNION PUBLIC SCHOOLS



**P**sychology

July 21, 2020

#### Mission Statement

citizens of our global community. students can achieve academically and socially, and contribute as responsible and productive diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as The mission of the Township of Union Public Schools is to build on the foundations of honesty,

## **Philosophy Statement**

school operates as a partner with the home and community. conducive to the needs of all students in general, providing therein for individual differences. The function of the Township of Union Public School System is to formulate a learning climate concepts through its educational practices. It is the belief of the Board of Education that a primary The Township of Union Public School District, as a societal agency, reflects democratic ideals and

#### **Course Description**

only the finest examples of their work. by the College Board. Students are expected to complete all assignments on time and to present subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching of Psychology published animal behavior with an emphasis on empirical data. The curriculum covers the major fields and psychology. The course is designed to introduce students to the scientific study of human and Psychology has been designed to provide students with an introductory overview of the field of

# Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: History and Research Methods	20
Unit 2: Biopsychology	20
Unit 3: Sensation and Perception	20
Unit 4: Learning	20
Unit 5: Cognition	20
Unit 6: Motivation and Emotion	15
Unit 7: Personality Theory	15
Unit 8: Development	15
Unit 9: Abnormal Psychology	15
Unit 10: Social Psychology	15

# Unit Standards Overview

						Unit 1 History & Research Methods	Overview
	Evaluate and engage in the principles of critical thinking.	Synthesize the major research methods.	Analyze the major perspectives.	Differentiate psychology's goals.	Explain psychology's scientific basis.	Define psychology	Unit Skills Focus
<ul> <li>Class Trips to applicable historical sites/monuments</li> <li>Definitions of key terms and concepts</li> <li>Individual/Group Presentations</li> <li>Document Based Question analysis and essays</li> </ul>	led PowerPoint Presentations	<ul><li>Annotated Timelines</li><li>Teacher and student</li></ul>	<ul> <li>Analysis of graphic organizers and notes</li> </ul>	seminars, and Debates	Classroom     Discussions, Socratic	<ul> <li>Annotations and close reading activities</li> </ul>	Content-Specific Practices (when applicable)

Unit 2 Biopsychology	Suggested Resources Provide links to specific resources/activities	
Analyze how the nervous system works.  Synthesize how brain areas relate to behavior.  Diagnose behavioral problem caused by affected	Text: Understanding Psychology www.collegeboard.org www.collegeboard.org www.youtube.com www.youtube.com www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology- teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf	<ul> <li>Written responses to queries</li> <li>Summary and Analysis of Videos/Documentaries/Films</li> <li>Summary and analysis of guest speakers</li> </ul>

					Unit:3 Sensation & Perception	Suggested Resources Provide Indes to peofic revource   activities	
Evaluate why we sleep and dream.	Evaluate how hypnosis is done.	Synthesize how hearing works.	Synthesize how vision works.	Analyze how humans perceive the world.	Analyze how sensations take place in the body.	Analyze the case study of Phineas Gage.  Text: Understanding Psychology www.collegeboard.org www.collegeboard.org www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology- teachers/ https://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791	

Suggested Resources Provide links to posfic resources activities		Suggested Resources Provide Into to perfic resources/ activities
Text: Understanding Psychology www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com	Evaluate how learning happens.  Synthesize the procedural process of learning.  Differentiate classical and operant conditioning.  Evaluate the schedules of reinforcement.  Evaluate how superstitions are formed.  Evaluate the connection between the mean world syndrome and desensitization.	Text: Understanding Psychology www.collegeboard.org www.youtube.com www.classroom.google www.classroom.google www.kahoot.com http://psychlearningcurve.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology- teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791

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Suggested Resources Provide links to specific resources/activities	Unit 5 Cognition	
Text: Understanding Psychology  www.collegeboard.org  www.youtube.com  www.classroom.google  www.kahoot.com  http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/  http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-  teachers/  http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs	Evaluate how memory works  Synthesize the process of memory transfer.  Evaluate the relationship between short and long term memory.  Evaluate how cognition happens.  Compare and contrast human and animal problem solving.  Evaluate how metacognition takes place.  Evaluate the relationship between IQ testing and cultural bias.	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs/https://www.verywellmind.com/how-to-learn-about-psychology-2794791

Text: Understanding Psychology
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Development	Suggested Resources Provide linies to specific resources/activities	
Evaluate the contributions of nature and nurture.  Synthesize how genetics influence traits.  Evaluate how development is sequential.  Analyze how attachment theory explains development.	Text: Understanding Psychology  www.collegeboard.org  www.collegeboard.org  www.youtube.com  www.kahoot.com  http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/  http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-  teachers/  http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs  https://www.verywellmind.com/how-to-learn-about-psychology-2794791	Evaluate the concept of personality.  Compare and contrast their self-evaluation of their personality to the responses of others.  Evaluate psychosexual theory.  Evaluate psychosocial theory.  Synthesize how personality testing is conducted.

			0 =		Unit 9 Abnormal Psychology	Suggested Resources Provide links to specific Tesources administs
Evaluate how serial killers emerge and what their motivations are.	Analyze how sexual behavior can be symptomatic of disorder.	Analyze the relationship between depression and suicide.	Evaluate the symptoms, causes, and treatments of schizophrenia.	Evaluate how deviance is defined.	Evaluate what normal is:	Evaluate parenting styles and their effectiveness:  Text: Understanding Psychology www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology- teachers/ https://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791

Suggested Resources Provide links to specific resources activities			Onit 10			Suggested Resources Provide links in specific recourtes/ activities	
Text: Understanding Psychology www.collegeboard.org www.youtube.com	Analyze how cults emerge:  Explore the drawbacks of groupthink.	Evaluate what drives people into relationships.	Analyze how we attribute behavior to situational factors.	Evaluate how social norms vary between regions and cultures.	Evaluate how social roles impact behavior.	Text: Understanding Psychology www.collegeboard.org www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology- teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791	Evaluate how therapeutic techniques treat various psychological illnesses.

www.kahoot.com http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbshttps://www.verywellmind.com/how-to-learn-about-psychology-2794791 www.classroom.google teachers/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdfhttps://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-

#### **Curricular Units**

# Unit 1: History & Research Methods

	What are psychology's	What is psychology?	Critical Knowledge & Skills
Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	Analysis of graphic organizers and notes Annotated Timelines	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Dehates	Content-Specific Practices
Outline the chapters of the textbook	vocabulary terms from the unit.	Students will define the	Standard Mastery Examples (The Student will be able to;)

		How does psychology differ Document B	What is critical thinking?  Class Trips to appoint of the company	What are the major trends and specialties in psychology?  Annotations and clos Classroom Discussio Debates Analysis of graphic o Annotated Timelines		Written responses to quer Summary and Analysis of Videos/Documentaries/F Summary and analysis of §	Document B
	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines		Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Document Based Question analysis and essays
Free response	Daily classroom activities: experiments, lecture, videos, discussions	Complete the Barron's questions from the unit.	Outline the chapters of the textbook	Students will define the vocabulary terms from the unit.	Free response	Daily classroom activities: experiments, lecture, videos, discussions	questions from the unit.

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	Group Discussions, Graphic Organizers, Class Participation		
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when not on task.	e. Establish a non-verbal cue to redirect student   d. Provide modified assessments when necessary.	d. Extended time on assessments when needed.	<ul> <li>c. Model and provide examples</li> </ul>	organizers/study guides to reinforce key topics.	b. Students may be provided with note	a. Read written instructions/Google translate	English Language Learners (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.	Unit 1 Su
	d. Provide modified assessments when necessary.	teacher.	c. Preferred seating to be determined by student and	<ul> <li>b. Extended time on assessments when needed.</li> </ul>	study guides to reinforce key topics.	a. Students may be provided with note organizers /	Special Education / 504 When possible, provide links to specific samples [ documents ] assignments   etc.	Unit 1 Suggested Modifications/Accommodations/Extension Activ
			,	c. Provide Assessments at a Higher Level of Thinking	b. Extension/Challenge Questions	a. Use of Higher Level Questioning Techniques	Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.	ion Activities

When possible, fromde links to specific ELA/Math/Sti/SS standards at well at samples/ documents/etc.  assignments/etc.  Refer to the N/Sudent Learning Standards	Promposition, provide tinks to specific samples! accuments! assignments! etc.  Refer to the 21st Century Life and Skills  9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  21st Century Skills
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
a CRP4. Communicate clearly and effectively and with reason.  Bor decisions.  CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Career Readiness Practices  When possible, provide links to specific samples! documents! assignments! etc.  Refer to the NJ Career Readiness Practices	NJSLS - Technology  When passible, provide links to specific samples (documents) assignments (etc.)  Refer to the MI Technology Standards

career.	Art: Brain Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

### Unit 2: Biopsychology

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Stantoard sciastery examples  When possible, provide links to specific samples  documents/ assignments/etc.
	Annotations and close reading activities	Students will define the
How do nerve cells operate	Classroom Discussions, Socratic seminars, and	vocabulary terms from the
and communicate?	Debates	
	Analysis of graphic organizers and notes	5
	Annotated Timelines	
How do we know how the	Teacher and student led PowerPoint	Outline the chapters of the
brain works?	Presentations	textbook
	Class Trips to applicable historical	
	sites/monuments	Complete the Barron's
How is the brain organized	Definitions of key terms and concepts	guestions from the unit
and what do the higher	Individual/Group Presentations	
structures do?	Document Based Question analysis and essays	· · · · · · · · · · · · · · · · · · ·
	Written responses to queries	Daily classroom activities:
	Summary and Analysis of	experiments, lecture, videos,
	Videos/Documentaries/Films	

Free response		
	Summary and analysis of guest speakers	
discussions	Videos/Documentaries/Films	
experiments, lecture, videos,	Summary and Analysis of	
Daily classroom activities:	Written responses to queries	
:	Document Based Question analysis and essays	
קמכפווסווס וו סווו נווס מווונ.	Individual/Group Presentations	
Cliestions from the unit	Definitions of key terms and concepts	controlled by the sub cortex?
Complete the Barron's	sites/monuments	What kinds of behaviors are
	Class Trips to applicable historical	
textbook	Presentations	
Outline the chapters of the	Teacher and student led PowerPoint	
	Annotated Timelines	injured?
\$	Analysis of graphic organizers and notes	and what happens if they are
	Debates	association areas important
vocabulary terms from the	Classroom Discussions, Socratic seminars, and	vvily are the prairies
Students will define the	Annotations and close reading activities	Mh. on the basis!
Free response	THE RESIDENCE OF THE PARTY OF T	- Anna Anna Anna Anna Anna Anna Anna Ann
discussions	Summary and analysis of guest speakers	

Unit 2 Suggested Modifications/Accommodations/Axtension Acc English Language Learners (ELL)	Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Hormadive Assessment When possible, provide links: to specific samples   documents   assignments   etc.	Unit z Assessment Han
ommodations/Extension Activities ion / 504 Gifted and Talented	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to sperific samples! documents/ assignments/etc.	sment Plan

c. Model and provide examples d. Extended time on assessments when	organizers/study guides to reinforce key b. Extended time on topics. c. Preferred seating	b. Students may be provided with note study guides to reinforce key topics.	a. Read written instructions a Students may be pro	English Language Learners (ELL)  When possible, provide lines to specific samples/ documents/  When possible, provide  assignments/etc.	Unit 2 Suggested Modificatio
teacher. d. Provide modified assessments when necessary.	<ul> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and</li> </ul>	orce key topics.	a. Students may be provided with note organizers /	Special Education / 504 When possible, provide links to specific samples / documents/ assignments/vic.	Unit 2 Suggested Modifications/Accommodations/Extension Activ
	c. Provide Assessments at a Higher Level of Thinking	b. Extension/Challenge Questions	a. Use of Higher Level Questioning Techniques	Gifted and Talented  When possible, provide links to specific samples / documents / assignments / etc.	lon Activities

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	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Information logs on experiments	globally.
	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and
Art: Brain Projects	career.
English: Written reports about experiments	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
When possible, provide links to specific ELA (Math) Sai/SS standards as well as samples! documents!  autigments/etc.  Refer to the NJ Student Learning Standards	When possible, provide links to specific samples! documents! assignments! etc.  Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP5. Communicate clearly and electively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Career Readiness Practices  When possible, provide lines to specific samples   documents   assignments   etc.  Refer to the NJ Career Readiness Practices	NJSLS - Technology  When possible, provide links to specific samples! deciments! assignments! etc.  Refer to the NI Technology Standards
Unit 2 Connections	Janu-

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 3: Sensation & Perception

Critical Knowledge & Skills	Content-Specific Practices (when applicable) Annotations and close reading activities	Standard Mastery Examples (The Student will be able to:) Students will define the
How do sensory systems functions?	Classroom Discussions, Socratic seminars, and Debates	vocabulary terms from the unit.
What are the limits of our	Analysis of graphic organizers and notes  Annotated Timelines	Outline the chapters of the
senses?	Teacher and student led PowerPoint	textbook
	Presentations	
	Class Trips to applicable historical	Complete the Barron's
How is vision	sites/monuments	auestions from the unit
accomplished?	Definitions of key terms and concepts	
	Individual/Group Presentations	:
How do we see colors?	Document Based Question analysis and essays	Daily classroom activities:
	Written responses to queries	experiments, lecture, videos,
	Summary and Analysis of	discussions
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	Free response
	Annotations and close reading activities	Students will define the
What are the mechanisms	Classroom Discussions, Socratic seminars, and	vocabulary terms from the unit.
of hearing?	Debates	•
	Analysis of graphic organizers and notes  Annotated Timelines	Outline the chapters of the
How do the chemical	Teacher and student led PowerPoint	textbook
senses operate?	Presentations	
	Class Trips to applicable historical	Complete the Barron's
	sites/monuments	auestions from the unit
What are the somesthetic	Definitions of key terms and concepts	
senses and how do they	Individual/Group Presentations	Daily classroom activities:
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>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Description and train and ecours	experiments lecture videos
operate:	Document pased Question attatysts and essays	experiments, recture, videos,
	Written responses to queries	discussions
	Summary and Analysis of	
	Videos/Documentaries/Films	Free response
	Summary and analysis of guest speakers	-
	Annotations and close reading activities	Students will define the
Why are we more aware of	Classroom Discussions, Socratic seminars, and	vocabulary terms from the unit.
some sensations than	Debates	•
others?	Analysis of graphic organizers and notes	
	Annotated Timelines	Outline the chapters of the
	Teacher and student led PowerPoint	TEXTDOOK
What happens while we	Presentations	
sleep?	Class Trips to applicable historical	Complete the Barron's
_	sites/monuments	questions from the unit.
	Definitions of key terms and concepts	
What is ESP?	Individual/Group Presentations	
	Document Based Question analysis and essays	Daily classicolli activities.
	Written responses to queries	experiments, lecture, videos,
	Summary and Analysis of	discussions
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	Free response

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	ions, Graphic Organizers, Class Participation, Exit		B
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	teacher.	d. Extended time on assessments when needed.
	<ul> <li>c. Preferred seating to be determined by student and</li> </ul>	<ul> <li>Model and provide examples</li> </ul>
c. Provide Assessments at a Higher Level of Thinking	b. Extended time on assessments when needed.	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	<ol> <li>Read written instructions</li> </ol>
Gifted and Talented  When possible provide links to sperific samples! documents!  assignments! etc.	Special Education / 504 When possible, provide links to specific samples / documents/ assignments / etc.	English Language Learners (ELL)  When possible provide links to specific samples I documents I  assignments lets.
ion Activities	Unit 3 Suggested Modifications/Accommodations/Extension Activi	Unit 3 Si

h. Highlight Key Words & Phrases	Presentations	g. Pair Visual Prompts with Verbal	f. Students may use a bilingual dictionary.	when not on task.	e. Establish a non-verbal cue to redirect student   d. Provide modified assessments when necessary
	when not on task.	f. Establish a non-verbal cue to redirect student	setting when requested.	e. Student may complete assessments in alternate	d. Provide modified assessments when necessary.

Math: Information logs on experiments	globally.
AIL BIAIII FIOJECIS	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and
Art. Brain Droipott	career.
English: Written reports about experiments	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sti/SS standards as well as samples! documents/ assignments/etc.  Refer to the NJ Student Learning Standards	21st Century Skills  When possible, provide links to specific samples / documents / assignments / etc.  Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Career Readiness Practices  When possible, provide links to specific samples/ documents/ assignments/ etc.  Refer to the N/ Career Readiness Practices	NJSLS - Technology  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the NI Technology Standards
Unit 3 Connections	Unit

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9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

#### Unit 4: Learning

Annotatio	Videos/D Summary	Summary	Written re	Individual Documen	emotions? Definition	Does conditioning affect sites/monuments	Class Trip	Presentations	conditioning occur? Teacher as	How does classical Annotated	Analysis o	Debates	What is learning?   Classroom	Annotatio	Critical Knowledge & Skills
Annotations and close reading activities	Videos/Documentaries/Films Summary and analysis of guest speakers	Summary and Analysis of	Written responses to queries	Individual/Group Presentations  Document Based Question analysis and essays	Definitions of key terms and concepts	luments	Class Trips to applicable historical	ons	Teacher and student led PowerPoint	Annotated Timelines	Analysis of graphic organizers and notes		Classroom Discussions, Socratic seminars, and	Annotations and close reading activities	Content-Specific Practices (when applicable)
Otridopto will dofino the	Free response	discussions	experiments, lecture, videos,	Daily classroom activities:		from the unit.	Complete the Barron's questions		textbook	Outline the chapters of the		•	vocabulary terms from the unit.	Students will define the	Standard Mastery Examples When possible, provide lines to specific samples/ documents/ assignments/etc.

Free response		
	Summary and analysis of guest speakers	
discussions	Videos/Documentaries/Films	
experiments, lecture, videos,	Summary and Analysis of	
Daily classicotti activities.	Written responses to queries	
Daily classroom activities:	Document Based Question analysis and essays	learning?
	Individual/Group Presentations	How does biology influence
from the unit.	Definitions of key terms and concepts	
Complete the Barron's questions	sites/monuments	
	Class Trips to applicable historical	imitation?
textbook	Presentations	Does learning occur by
Cutille tile cilaptels of tile	Teacher and student led PowerPoint	
Outline the chapters of the	Annotated Timelines	
•	Analysis of graphic organizers and notes	behavior?
vocabulary terms from the unit.	Debates	What does punishment do to
Students will define the	Classroom Discussions, Socratic seminars, and	
	Annotations and close reading activities	
Free response	Summary and analysis of guest speakers	
1	Videos/Documentaries/Films	
discussions	Summary and Analysis of	
experiments, lecture, videos,	Written responses to queries	patterns of feward?
oversimosto locturo vidoos	Document Based Question analysis and essays	now are we initidenced by
Daily placeroom activities:	Individual/Group Presentations	
	Definitions of key terms and concepts	
from the unit.	sites/monuments	
Complete the Barron's questions	Class Trips to applicable historical	reinforcement?
	Presentations	Are there types of
LEXIDOOK	Teacher and student led PowerPoint	
forther land of approved of and	Annotated Timelines	
Outline the chapters of the	Analysis of graphic organizers and notes	
	Debates	conditioning occur?
vocabulary terms from the unit.	Classroom Discussions, Socratic seminars, and	How does operant

The second secon	Unit 4 Suggested Modifications/Accommodations/Extension Act	IOTIACTIVITIES
English Language Learners (ELL)  When possible 'provide lines to specific samples' documents!	Special Education / 504. When possible, provide tinks to specific samples/ documents/	When possible, provide links in specific samples; documents!
assignments and the second	aliyomeni/ 244	
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and	
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

English: Written reports about experiments	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,
Interdisciplinary Connections  When possible, provide limbs to specific BLA! Math! Sci! SS standards as well as samples! documents!  assignments! as.  Refer to the NI Student Learning Standards	21st Century Skills  When possible, provide links to specific samples [ documents   assignments   stc.  Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Career Readiness Fractices  What possible provide links to specific samples! documents! assignments ass.  Refer to the N   Career Readiness Practices	NJSLS - Technology  When possible, provide links to specific camples (documents) assignments etc.  Refer to the NI Technology Standards
Unit 4 Connections	<b>Jiit</b>

home, work, and extracurricular activities for use in a	
career.	Art: Brain Projects
9.2.8.B,4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	
globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.8.7 Evaluate the impact of online activities and social media on employer decisions.	

#### Unit 5: Cognition

Critical Anowledge & Statis	Content-Specific Fractices (when applicable)	When possible, provide links to sperific samples/ documents/ assignments/esc.
Is there more than one type of	Annotations and close reading activities Classroom Discussions, Socratic seminars,	Students will define the
inchery:	Analysis of graphic organizers and notes Annotated Timelines	vocabulary terms from the unit.
What types of memory are there?	Teacher and student led PowerPoint  Presentations	Outline the chapters of the textbook
	Class Trips to applicable historical sites/monuments	Complete the Rarron's guestions
How do long term and short term memory work?	Definitions of key terms and concepts Individual/Group Presentations	from the unit.
	Document Based Question analysis and essays	Daily classroom activities:
How is memory measured?	Written responses to queries Summary and Analysis of Videos/Documentaries/Films	experiments, lecture, videos, discussions

	Summary and analysis of guest speakers	Free response
	Annotations and close reading activities Classroom Discussions, Socratic seminars,	Students will define the
What causes forgetting?	and Debates  Analysis of graphic organizers and notes	vocabulary terms from the unit.
What is nature of thought?	Annotated Limelines Teacher and student led PowerPoint Presentations	Outline the chapters of the textbook
How do we think?	Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts	Complete the Barron's questions
How are concepts learned?	Individual/Group Presentations  Document Based Question analysis and	from the unit.
TOW CITY CONTROL TO CONTROL	essays Written responses to queries	Daily classroom activities: experiments, lecture, videos.
	Summary and Analysis of	discussions
	Summary and analysis of guest speakers	Free response
	Annotations and close reading activities	Students will define the
What is the role of language in thinking?	Classroom Discussions, Socratic seminars, and Debates	vocabulary terms from the unit.
How does animal thinking differ from humans?	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook
	Presentations Class Trips to applicable historical	Complete the Barron's questions
How do humans solve problems?	sites/monuments  Definitions of key terms and concepts  Individual/Group Presentations	from the unit.
What is known about metacognition?	Document Based Question analysis and essays Written responses to queries Summary and Analysis of	experiments, lecture, videos, discussions

Summary a	Videos
ary and analysis of guest speakers	7ideos/Documentaries/Films
	Free response

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Chile	Unit 5 Suggested Modifications/Accommodations/Extension Activities	Activities
English Language Learners (ELL)  When possible, provide links to specific samples   documents    assignments   etc.	Special Education / 504 When possible provide links to spesific samples [ documents ] assignments   ut.	Gifted and Talented  When possible, provide links to specific samples/ documents/ assignments/etc.
a. Read written instructions	a. Students may be provided with note organizets /	<ol> <li>Use of Higher Level Questioning Techniques</li> </ol>
<ul> <li>b. Students may be provided with note</li> </ul>	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
<ul> <li>c. Model and provide examples</li> </ul>	c. Preferred seating to be determined by student and	
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		
h. Highlight Key Words & Phrases		

	Unit 5 Connections
NJSLS - Technology  When possible, provide links, to specific samples [ dosmnents [ assignments ] etc.  Refer to the NI Technology Standards	Career Readiness Practices  When pussible, provide links to specific samples   documents   astignments   etc.  Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee.
personal and academic interests, achievements, and career	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital fools and resources.	CRP3. Attend to personal health and financial well-being.
0 1 10 4 0 5 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	CRP4. Communicate clearly and effectively and with reason.
commercial or professional andience and present it to neers and/or	CRP5. Consider the environmental, social and economic impacts of
professionals in that related area for review	decisions.
professionars in that related area for review.	CRP6. Demonstrate creativity and innovation.
Q 1 19 A A. Construct a spreadshapt workhool, with multiple	CRP8. Utilize critical thinking to make sense of problems and persevere
worksheets rename take to reflect the date on the worksheet and	in solving them.
use mathematical or logical functions, charts and data from all	CRP9. Model integrity, ethical leadership and effective management.
worksheets to convey the results.	CRP11. Use technology to enhance productivity.

8.1.12.A.5: Create a report from a relational database consisting of	
at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible provide links in specific samples! documents! essignments! etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, pravide links to specific EL-4/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written reports about experiments
Calcol.	Art: Brain Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	
globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

# Unit 6: Motivation & Emotion

	Teacher and student led PowerPoint	Are there different types of
Outline the chapters of the textbook	Analysis of graphic organizers and notes Annotated Timelines	
	and Debates	
terms from the unit.	Classroom Discussions, Socratic seminars,	What is motivation?
Students will define the vocabulary	Annotations and close reading activities	
Standard Mastery Examples  When possible, provide links to specific samples / documents/ assignments / etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills

<u></u>	Class Trips to applicable historical	from the unit.
	Definitions of key terms and concepts	:
What causes hunger, eating, Ir	Individual/Group Presentations	Daily classroom activities:
	Document Based Question analysis and	experiments, lecture, videos,
	essays	discussions
W	Written responses to queries	
Sı	Summary and Analysis of	Free response
V	Videos/Documentaries/Films	
Sı	Summary and analysis of guest speakers	
	Annotations and close reading activities	Students will define the vocabulary
thirst?	Classroom Discussions, Socratic seminars, and Debates	terms from the unit.
A	Analysis of graphic organizers and notes	Outling the about on of the touther!
	Annotated Timelines	Camillo and chapters of the textbook
In what wave is the sex drive	reacter and student led rowerrount	Complete the Barron's questions
	Class Trips to applicable historical	from the linit
	sites/monuments	
מ	Definitions of key terms and concepts	Daily placeroom activities:
- Ir	Individual/Group Presentations	Daily classicolli activities.
What are social motives?	Document Based Question analysis and	experiments, lecture, videos,
es	essays	discussions
W	Written responses to queries	1
St	Summary and Analysis of	Free response
V	Videos/Documentaries/Films	
Sı	Summary and analysis of guest speakers	TO THE PROPERTY OF THE PROPERT
	Annotations and close reading activities	Students will define the vocabulary
What is the hierarchy of needs?   C	Classroom Discussions, Socratic seminars, and Debates	terms from the unit.
A	Analysis of graphic organizers and notes	Outline the chapters of the textbook
What are the primary emotions?   T	Annotated Timelines Teacher and student led PowerPoint	
-	The second secon	

							ייים ואים ואים ואים ואים ואים ואים ואים	What is love?		
Summary and analysis of guest speakers	Videos/Documentaries/Films	Summary and Analysis of	Written responses to queries	essays	Document Based Question analysis and	Individual/Group Presentations	Definitions of key terms and concepts	sites/monuments	Class Trips to applicable historical	Presentations
		Free response		discussions	experiments, lecture, videos,	Daily classiculti activities.	Daily classes on activities:		from the unit.	Complete the Barron's questions

	Tickets, Study guides,
Tests, Quizzes, Projects	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment When possible, provide lines to specific samples (documents / assignments / de-	Hormative Assessment  When possible, provide links to specific samples   document   designments   etc.
Unit 6 Assessment Plan	C'mre

	Unit of Aussessial Control and	
Formative Assessment When possible, provide links to specific samples ( downwest ) assignments etc.		Summative Assessment When possible, provide links to specific samples (documents) assignments (etc.
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects
Unit  English Language Learners (BLL)	Unit 6 Suggested Modifications/Accommodations/Estension Activities  Special Education / 504	nsion Activities  Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/set.	When possible provide linke to specific samples! documents!  assignments! etc.	When possible, p
a. Read written instructions	a. Students may be provided with note organizers	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
<ul> <li>c. Model and provide examples</li> </ul>	<ul> <li>c. Preferred seating to be determined by student and</li> </ul>	and
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	

	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Information logs on experiments	globally.
	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and
Art: Brain Projects	career.
English: Written reports about experiments	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sti/SS shandards as well as samples/ documents/ assignments lete Refer to the NI Student Learning Standards	21st Century Skills  When possible, provide links to specific samples! documents! assignments out.  Refer to the 21st Century Life and Skills
	results.
	at least two tables and describe the process, and explain the report
	8.1.12.A.5: Create a report from a relational database consisting of
CRP11. Use technology to enhance productivity.	worksheets to convey the results.
CRP9. Model integrity, ethical leadership and effective management.	worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all
CRP8. Utilize critical thinking to make sense of problems and persevere	8.1.12.A.4: Construct a spreadsheet workbook with multiple
decisions. CRP6. Demonstrate creativity and innovation.	professionals in that related area for review.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional andience and present it to peers and/or
CRP3. Attend to personal health and financial well-being.	aspirations by using a variety of digital tools and resources.
CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.	personal and academic interests, achievements, and career
Refer to the NI Career Readiness Practices	Refer to the NJ Technology Standards
Career Readiness Practices  When possible provide inter to creatify samples for the province of the complete of the province of the complete o	NJSLS - Technology  When tourble tropide links to necific sambles   documents   acciminents   ec.
with a Connections	
	h. Highlight Key Words & Phrases
Establish a non-verbal cue to redirect student	d Prompts with Verbal f.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

### Unit 7: Personality Theory

Critical Knowledge & Skills	Content-Specific Practices	Standard Mastery Examples
	Annotations and close reading activities	Students will define the vocabulary
	Classroom Discussions, Socratic	terms from the unit.
How do psychologists use the	seminars, and Debates	
term personality?	Analysis of graphic organizers and notes Annotated Timelines	Outline the chapters of the textbook
	Teacher and student led PowerPoint	
	Presentations	Complete the Barron's questions
What core concepts make up	Class Trips to applicable historical	from the unit.
personality?	sites/monuments	
	Definitions of key terms and concepts	Daily classroom activities:
	Individual/Group Presentations	experiments lecture videos
	Document pased Question analysis and	discussions
•	Written testionses to diferies	
Are some personality traits more basic or important than others?	Summary and Analysis of	Free response
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	
	Annotations and close reading activities	Students will define the vocabulary
How do different theorists	Classroom Discussions, Socratic	terms from the unit.
explain personality?	seminars, and Debates	
	Analysis of graphic organizers and notes Annotated Timelines	Outline the chapters of the textbook
How do psychologists measure	Teacher and student led PowerPoint	
personality?	Presentations	Complete the Barron's questions
	Class Trips to applicable historical sites/monuments	from the unit.

What is the difference between psychosexual theory and psychosocial theory?

Definitions of key terms and concepts
Individual/Group Presentations
Document Based Question analysis and
essays
Written responses to queries
Summary and Analysis of
Videos/Documentaries/Films

Daily classroom activities: experiments, lecture, videos, discussions

Free response

Formative Assessment  When possible, provide links to specific samples   documents   assignments   etc.  Group Discussions, Graphic Organizers, Class Participation, Exit  Tickets, Study guides,	1			
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Summary and analysis of guest speakers

	Unit 7. Suggested Modifications/Accommodations/Extension Activities	Acdvitics
English Language Learners (ELL)  When boudle translet lakes in chedic samples (documents)	Special Education / 504  When possible framed links to therife samples / documents /	Gifted and Talented  When to still be braids first to the title tombles of the amount of the still to the sti
assignments fetc.	assignments/ bits.	assignments / etc.
a. Read written instructions	<ul> <li>a. Students may be provided with note organizers /</li> </ul>	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
<ul> <li>c. Model and provide examples</li> </ul>	c. Prefetred seating to be determined by student and	,
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

commercial or professional audience and present it to peers and/or professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links to specific samples/ documents/ assignments/ est.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide lines: to specific ELA/Math/Sci/SS standard: as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written reports about experiments
career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	Art: Brain Projects
globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Unit 8: Development

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about genetics and environment?	What knowledge do we have	What makes for effective punishment?	What are the effects of a poor environment?		How important are parenting	What is the significance of a child's bond with parents?	What can newborn babies do?	How do nature and nurture affect development?	Critical Knowledge & Skills
Individual/Group Presentations Document Based Question analysis and essays Written responses to queries	Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts	Annotated Timelines Teacher and student led PowerPoint Presentations	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Document Based Question analysis and essays  Written responses to queries	Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts  The dividual Crown Becomes in the concepts	Annotated Timelines  Teacher and student led PowerPoint  Presentations	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Content-Specific Practices (when applicable)
experiments, lecture, videos, discussions	from the unit.  Daily classroom activities:	Outline the chapters of the textbook  Complete the Barron's questions	Students will define the vocabulary terms from the unit.	Free response	Daily classroom activities: experiments, lecture, videos, discussions	Complete the Barron's questions from the unit.	Outline the chapters of the textbook	Students will define the vocabulary terms from the unit.	Standard Mastery Examples When possible, provide links to spesific samples /, documents/ assignments / etc.

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Summary and analysis of guest speakers
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	Enit b Assessment Van	
Formative Assessment   When possible, provide links to specific samples! documents! assignments! etc.	Execute Con-	Summative Assessment When possible, provide lines to specific samples (documents) assignments etc.
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects
Unit	Unit & Suggested Modifications/Accommodations/Extension Activities	Audvities
English Language Learners (BLL)	Special Education / 504 What parethe transite lines to decific combes forments	Gifted and Talented  When possible provide links to the fit samples ( documents)
asignments/ etc.	assignments/etc	assignments / etc.
a. Read written instructions	<ol><li>a. Students may be provided with note organizers /</li></ol>	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
	c. Preferred seating to be determined by student and	
d. Extended time on assessments when needed.	teacher.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career	NJSLS - Technology  When possible, provide links to specific samples/ documents/ exceptments/esc.  Refer to the N/Technology Standards	Un
CRP1. Act as a responsible and contributing citizen and employee.	Career Readiness Practices  When possible, provide links to specific samples! documents! assignments its.  Refer to the NJ Career Readiness Practices	

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	9.2.8.B.5 Analyze labor mar federal labor market inforn available online.
English: Written reports  Art: Brain Projects  Math: Information logs	9.2.8.B.5 Analyze labor man federal labor market informavailable online.
English: Written reports  Art: Brain Projects  Math: Information logs	9.2.8.B.5 Analyze labor mai federal labor market inforn
English: Written reports  Art: Brain Projects  Math: Information logs	9.2.8.B.5 Analyze labor mai
English: Written reports  Art: Brain Projects  Math: Information logs	
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English: Written reports  Art: Brain Projects	careers have evolved regio
الر English: Written reports	
English: Written reports	career.
	leadership skills that can be
refer to the ty journal resulting distinctions	9.2.8.B.3 Evaluate commun
Kerer to the 21st Century Like and Skills	Keter to the 2
ssignments   etc.   When possible, provide links to specific ELL	When possible, provide links to
	results.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report	8.1.12.A.5: Create a report fi at least two tables and descri
ord III ose recumorogy to emitative productivity.	
HOIDS, CHAIRS AND DAIR HOME AND	worksheets to convey the results.
na	worksheets, rename taos to r
	8.1.12.A.4: Construct a spreamonth to
CRP6. Demonstrate creativity and innovation.	•
esent it to beets and/or	professionals in that related area for review.
	8.1.12.A.2: Produce and edit
	,
aspirations by using a variety of digital tools and resources. CRP2. Apply appropriate academic and technical skills.	aspirations by using a variety

## Unit 9: Abnormal Psychology

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible provide links to specific samples [ documents ]  assignments etc.
How is normality defined?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary terms from the unit.
What are the major	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook
What are the major psychological disorders?	Presentations Class Trips to applicable historical	Complete the Barron's questions from the unit.
What is a personality disorder?	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Daily classroom activities: experiments, lecture, videos, discussions
How can sexual behavior become disordered?	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Free response
What are mood and anxiety disorders?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary terms from the unit.
What are the warning signs of	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook
suicide?	Presentations  Class Tribs to applicable historical	Complete the Barron's questions
What are the symptoms of psychosis?	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and	from the unit.  Daily classroom activities: experiments, lecture, videos,

WWWWW	The state of the s	- THE STATE OF THE
What are the symptoms and	essays	discussions
treatments of schizophrenias	Written responses to queries	
n can licitis of schizophile ina:	Summary and Analysis of	Free response
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	
in one of the state of the stat	Annotations and close reading activities	Students will define the vocabulary
	Classroom Discussions, Socratic	terms from the unit
How is psychoanalysis used?	seminars, and Debates	
	Analysis of graphic organizers and notes	Outline the chapters of the toytheek
	Annotated Limelines	
What are the major types of	Teacher and student led PowerPoint	
therapy?	Presentations	Complete the Barron's questions
	Class Trips to applicable historical	from the unit.
	sites/monuments	
Why do serial killers kill?	Definitions of key terms and concepts	Daily classroom activities:
	Individual/Group Presentations	experiments lecture videos
	ESSAAS	discussions
	Written responses to queries	
	Summary and Analysis of	Free response
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	

Unit 9 Suggested Modifications English Language Learners (ELL) Special Ec When possible, provide links in specific samples/documents/ Expansion possible, provide links in specific samples/documents/ Expansion possible, provide links in section possible, provide	Unite 9.4  Formative Assessment  When possible, provide links to specific samples [ documents ] assignments etc.  Group Discussions, Graphic Organizers, Class Participation, Exit  Tickets, Study guides,
Unit 9 Suggested Modifications / Accommodations / Extension Activities  Special Education / 504  When possible, provide links to specific samples / documents /  assignments etc.  When possible, provide links to specific samples / documents / etc.  assignments / etc.	Unite Assessment Summative Assessment Summative Assessment Tests, Quizzes, Projects

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		Unit 9 Suggested Modifications/Accommodations/Extension Activities  Special Education / 504  Special Education / 504  When possible, provide larks to specific samples (documents)  Suggments etc.
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Art: Brain Projects	career.
English: Written reports about experiments	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
Interdisciplinary Connections  When possible, provide links to specific ELA/Math/Sel/SS standards as uniplies documents;  assignments/stc.  Refer to the NJ Student Learning Standards	When passible, provide links to specific samples! descriments! assignments! assignments assignments.
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 9 Connections  Career Readiness Practices  When passible, provide lines: to specific samples! documents! assignments fets.  Refer to the NI Career Readiness Practices	NJSLS - Technology  When possible, provide links to specific samples   documents   assignments   etc.  Refer to the NJ Technology Standards
E. Student may complete assessments in alternate setting when requested.  f. Establish a non-verbal cue to redirect student when not on task.	hen not on task. Students may use a bilingual dictionary. Set Pair Visual Prompts with Verbal f. f. f. f. f. f. f. f. Highlight Key Words & Phrases
<ul> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul> <li>a. Read written instructions</li> <li>b. Students may be provided with note</li> <li>b. Students may be provided with note</li> <li>c. organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-terbal cut to tedirect student</li> <li>d. Provide modified assessments when needed.</li> </ul>

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

## Unit 10: Social Psychology

How does group membership affect individual behavior?  Annotations and close reading activities classroom Discussions, Socratic seminars, and Debates  Analysis of graphic organizers and notes Annotated Timelines  Teacher and student led PowerPoint Presentations  Use of personal space?  Use of personal space?  How do we explain the causes of others and our own behavior?  Analysis of graphic organizers and notes Annotated Timelines  Teacher and student led PowerPoint Presentations  Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts Individual/Group Presentations  Daily classroon Discussions, Socratic seminars, and Debates  Chandysis of graphic organizers and notes  Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts Individual/Group Presentations  Daily classroon discussions, Socratic seminars, and Debates  Chandysis of graphic organizers and notes  Class Trips to applicable historical sites/monuments  Definitions of key terms and concepts  Daily classroon discussions	Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples   documents   assignments   etc.
Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and discuss	How does group membership affect individual behavior?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary terms from the unit.
Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays		Analysis of graphic organizers and notes Annotated Timelines	Outline the chapters of the textbook
Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays		Teacher and student led PowerPoint Presentations	Complete the Barron's questions
Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	use of personal space?	Class Trips to applicable historical sites/monuments	from the unit.
Document Based Question analysis and essays		Definitions of key terms and concepts Individual/Group Presentations	Daily classroom activities:
		Document Based Question analysis and essays	discussions

	A Treent trobottors to during	ree response
	Summary and Analysis of	
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	
	Annotations and close reading activities	Students will define the vocabulary
Why do people affiliate?	Classroom Discussions, Socratic	terms from the unit.
	seminars, and Debates	
	Analysis of graphic organizers and notes	Outline the chapters of the textbook
	Annotated Timelines	
What factors influence	Teacher and student led PowerPoint	•
attraction?	Presentations	Complete the Barron's questions
	Class Trips to applicable historical	from the unit.
	sites/monuments	
	Definitions of key terms and concepts	Daily classroom activities:
	Individual/Group Presentations	Cally diagonous accuration.
	Document Based Question analysis and	experiments, lecture, videos,
What factors determine	essays	discussions
friendship?	Written responses to queries	1
-	Summary and Analysis of	Free response
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	
	Annotations and close reading activities	Students will define the vocabulary
	Classroom Discussions, Socratic	terms from the unit.
How do cuits emerge?	seminars, and Debates	
	Analysis of graphic organizers and notes	Outline the chapters of the textbook
How do situational demands	Teacher and student led PowerPoint	
alter behavior?	Presentations	Complete the Barron's questions
	Class Trips to applicable historical	from the unit.
	sites/monuments	
What are some examples of	Definitions of key terms and concepts	Daily classroom activities:
leen and addit comonitity?	Document Based Ouestion analysis and	experiments, lecture, videos,
	essays	discussions

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Unit	Unit 10 Suggested Modifications/Accommodations/Extension Activity	Activities
English Language Learners (ELL)	Special Education / 504	Gifted and Halented
When possible, provide intes to spezific samples/ documents/.  assignments/etc.	When possible provide links to specific samples (documents) assignments (etc.	When possible, provide links to sporfte samples / documents / assignments / etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
<ul> <li>b. Students may be provided with note</li> </ul>	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	<ul> <li>Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and	(
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

<b>Unic10</b>	Unit 10 Connections
NJSLS - Technology	Career Readiness Practices
When possible provide links to specific samples [documents] assignments [etc.]  Refer to the NI Technology Standards	When possible, provide links to specific samples / dosments / assignments / atc.  Refer to the NJ Career Readliness Practices
ts	CRP1. Act as a responsible and contributing citizen and employee.
	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	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
esement to peers and or	decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP8. Utilize critical thinking to make sense of problems and persevere

worksheets, rename tabs to reflect the data on the worksheet, and in use mathematical or logical functions, charts and data from all worksheets to convey the results.	in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links to specific samples! documents! assignments! ett.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sti/SS standards as well as samples/ documents/ assignments/atc.  Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: Written reports about experiments
career.	Art: Brain Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	
globally.	Math: Information logs on experiments
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on emplover decisions.	