TOWNSHIP OF UNION PUBLIC SCHOOLS



Advanced Placement Psychology

July 21, 2020

Mission Statement

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

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 concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate The Township of Union Public School District, as a societal agency, reflects democratic ideals and

Course Description

3 college credits for this course and are expected to take the AP Psychology Exam in May. institutions in the nation and should be approached as such. Students have an opportunity to earn the course is designed to be comparable to an introductory course at the finest academic study of human and animal behavior with an emphasis on empirical data. The curriculum covers overview of the field of psychology. The course is designed to introduce students to the scientific Advanced Placement Psychology has been designed to provide students with an introductory time and to present only the finest examples of their work. Students are consistently reminded that Psychology published by the College Board. Students are expected to complete all assignments on college course. The curriculum is designed to match the National Standards for The Teaching of the major fields and subfields of psychology in a manner that is consistent with an introductory

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Psychology, Critical Thinking, and Science	18
Unit 2: Brain and Behavior	18
Unit 3: Sensation and Perception/States of Consciousness	18
Unit 4: Conditioning and Learning	18
Unit 5: Memory, Cognition, Language, Intelligence, and Creativity	18
Unit 6: Motivation and Emotion	18
Unit 7: Development	18
Unit 8: Personality	18
Unit 9: Psychological Disorder/Therapy	18
Unit 10: Prosocial and Antisocial Behavior	18

Unit Standards Overview

	and Science	Psychology, Critical Thinking,	Unit 1	Ovarview
Students will demonstrate an understanding of	Historical Schools: Functionalism vs. Structuralism.	Scope, History, and Methodology (CR1).	Students will demonstrate an understanding of:	Unit Skills Focus
seminars, and Debates	 Classroom Discussions, Socratic 	close reading activities	 Annotations and 	Content-Specific Practices (when applicable)

Suggested Resources Provide links to speafic resources/activities																	
Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology.						Human participants, animal subjects (CR16).	statistics. Certifal Telidericy, variance, significance, correlation ethics in: Research;	Students will demonstrate an understanding of		experiments (CR2).	Research Methods: Introspection, observation, survey psychological festing controlled		error.	Students will demonstrate an understanding of: Nature of Scientific Inquiry Sources of bias and		i veul osciel ice.	Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary,
<u>)r.</u>	 Summary and analysis of guest speakers 	es/Films	Analysis of Videos/Documentari	Summary and	Written responses to	essays	 Document Based Ouestion analysis and 	Presentations	 Individual/Group 	terms and concepts	Definitions of key	applicable historical	Class Trips to	Presentations	Teacher and student led PowerPoint	Annotated Timelines	 Analysis of graphic organizers and notes

		Behavior	Sizin and				
Students will demonstrate an understanding of Endocrine System: Anatomy, HPA-axis, immune system, genetics and Heritability.	Students will demonstrate an understanding of: Nervous System: structural and functional organization.	Students will demonstrate an understanding of hemispheric specialization.	Brain: Research methodology, neuroanatomy, brain development, and aging.	Students will demonstrate an understanding of:	Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse:	Students will demonstrate an understanding of: Neuroscience (CR3).	www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/

Suggested Resources Provide links to spetific resources/ activities	Sensation and Perception/States of Consciousness	Umit 3	Suggested Resources Provide links to sperific resources/activities
Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com	Students will demonstrate understanding of: Sensory organs and Transduction: Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive.	Students will demonstrate an understanding of Psychophysics: Thresholds (absolute, difference, Weber's constants), signal detection theory.	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.collegeboard.org www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/ https://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/

Suggested Resources Provide invis to spetite resources) activities	Unit 4 Conditioning and Learning	
Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ https://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Classical Conditioning; Pavlov, Watson, applications, biological, critique, cognitivist challenge. Students will demonstrate an understanding of: Operant Conditioning; Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge (CR15). Students will demonstrate an understanding of: The Watson/baby Albert experiment.	https://www.apa.org/ed/precollege/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/ Students will demonstrate an understanding of Behaviorism, Historical Background and philosophy of Behaviorism.

Michyauon and		Suggested www. Suggested www. Resources Provide links to specific htt resources/activities htt htt	Unit 5 Unit 5 Cognition, Cognition, Language, Intelligence, and Creativity S el	
	Students will demonstrate an understanding of:	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Students will demonstrate an understanding of: Consciousness, Memory, and Language (CR5) Students will demonstrate an understanding of Memory; information processing, storage, retrieval accuracy of memory: Loftus and Schacter. Cognition: Problem solving and heuristics (CR7). Students will demonstrate an understanding of: language; Skinner and Chomsky (CR11 evidence). Students will demonstrate an understanding of episodic memory and recall.	

	Suggested Resources Provide links to specific resources/activities				Emotion
www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Theories of Emolion: James-Lange, Cannon-Bard, Schacter-Singer. Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com	Physiology of Emotion; fear, anger happiness. Expression of Emotion: Darwin and Ekman.	Students will demonstrate an understanding of Achievement Motivation; McClelland and the TAT, intrinsic vs. extrinsic motivators. Students will demonstrate an understanding of	Students will demonstrate an understanding of: Maslow's Hierarchy, hunger and eating disorders, sexuality, and sexual orientation.	Motivation and Emotions (CR8). Motivation Concepts: instincts, drives, optimal arousal.

Unit 8 Personality	Suggested Resources Provide lines to specific resources/activates	Umit 7 Development
The students will demonstrate an understanding of Personality (CR10).	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Students will demonstrate and understanding of Developmental Psychology (CR9). Students will demonstrate an understanding of Methodology, Longitudinal and cross sectional studies, Nature vs. Nature, Maturation vs. Learning. Students will demonstrate an understanding of Influential Theories: Piaget and Cognitive Development. Students will demonstrate an understanding of Kohlberg and Moral Development, Gilligan and gender differentiation (CR6), infancy, childhood adolescence, and adulthood.

Unit 9	Suggested Resources Provide Inter to specific resources activities	
The students will demonstrate a knowledge of	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.collegeboard.org www.collegeboard.org www.classroom.google www.kahoot.com https://www.apa.org/ed/precollege/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.rerywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Psychodynamic Perspective: Freud, Jung, Adler. The students will demonstrate an understanding of Trait Perspective: Allport, factor analysis and the "Five Factor" model, assessment (Myers-Briggs, MMPI-II) The students will demonstrate and understanding of Humanistic Perspective: Maslow and Rogers. Social-Cognitive Perspective: Bandura and Seligman. The students will demonstrate an understanding of Stress and Health; Stress as a concept: Selye, stress and health adjustment.

Psychological Disorder/Therany	Abnormal Psychology (CR 12, CR 13).
	Approaches to abnormality: The Rosehan study, historical approaches (deviance), the medical model, the biopsychosocial model.
	Classifying disorders: Evolution of the DSM-IV-TR.
	Major categories of disorders: anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders.
	Students will demonstrate an understanding Major Approaches to Psychotherapy: psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological.
	Does therapy work?
	Eysenck, outcome studies, and the Consumer Reports study.
	CR 8: Evidence of curricular requirement; the course provides instruction in motivation and emotion.
	CR 10: Evidence of curricular requirement: The course provides instruction in personality.
	CR12: Evidence of curricular requirement: The course provides instruction in abnormal psychology.
	CR 13: Evidence of curricular requirement: The

		Unit 10 Prosocial and Antisocial Behavior	Provide links to specific resources/ activities	Suggested Resources	
Situational experiments and demonstrations. Utilization of ancillary materials, supplemental videos, presentation of project	The students will demonstrate an understanding of Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink.	The students will demonstrate an understanding of Social Psychology (CR 14). Attitudes and Behavior, the students will demonstrate an understanding of Fundamental attribution error, roles, Festinger and cognitive dissonance.	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology. www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com https://www.aba.org/ed/presollege/topss/	Course provides instruction in treatment of psychological disorders.

	Suggested Resources Provide Inte to specific resources activities					
http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.highschooltestprep.com/ap/psychology/	https://www.apa.org/ed/precollege/topss/ http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf	www.classroom.google www.kahoot.com	www.youtube.com	Introduction to Psychology Gateways To Mind And Behavior. Supplemental Text: Barron's AP Psychology.	Altruism: Darley and Latane'.	The students will demonstrate an understanding of prejudice and scapegoating.

Curricular Units

Unit 1: Psychology, Critical Thinking, and Science

Outline the chapters of the	Annotated Timelines Teacher and student led PowerPoint	How did psychology begin?
unit.		science?
vocabulary terms from the	Classroom Discussions, Socratic seminars,	Why is psychology considered a
Students will define the	Annotations and close reading activities	
Standard Mastery Examples (The Student will be able tv.)	Content-Specific Practices	Critical Knowledge & Skills

S ≤ S	es es	Do		psychology? sit		Te	ses of each research	What are the strengths and an	Q	An	Su	Vic	ร	W	es	Dc	Inc	De	sit	Idjui perspectives	
Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	essays Written responses to queries	Individual/Group Presentations Document Based Question analysis and	Definitions of key terms and concepts	Class Trips to applicable historical sites/monuments	Presentations	Annotated Timelines Teacher and student led PowerPoint	Analysis of graphic organizers and notes	and Debates	Classroom Discussions, Socratic seminars,	Annotations and close reading activities	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 in AP Style	experiments, lecture, videos,	Daily classroom activities:	questions from the unit.	Complete the Barron's	textbook	Outline the chapters of the		unit.	vocabulary terms from the	Students will define the	Free response in AP Style		discussions	experiments, lecture, videos,	Daily classroom activities:		questions from the unit.		Complete the Barron's		textbook

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	Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit
	guides,	zers, Class Participation, Exit
		Tests, Quizzes, Projects

Unit 1 Su	Unit 1 Suggested Modifications/Accommodations/Extension Activities	ion Activities
English Language Learnets (ELL) When possible, provide links to specific samples/ documents/ assignments/sit.	Special Education / 504 When possible, provide links to specific samples [documents] assignments / dt.	Gifted and Talented When possible, provide links to specific samples / documents/ assignments / etc.
a. Read written instructions/Google translate	 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	 Preferred seating to be determined by student and 	
d. Extended time on assessments when needed.	teachet.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.		

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assignments (etc. When possible, provide links to specific ELA/Nath/Sal/SS standards as well as samples (documents). Refer to the NI Student Learning Standards	When possible, provide links to specific samples/ decements/ assignments/etc. Refer to the <u>21st Century Life and Skills</u>
base consisting of explain the report	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.
nd in solving them. CRP9. Model integrity, ethical lead CRP11. Use technology to enhance	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.
document for a 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.
ich reflects 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'i Gonnections Career Readiness Practices ariginanti/sic. When possible provide links to specific samples/ documents/ assignments/sic. Refer to the NI Career Readiness Practices	NISES - Technology When possible, provide links to specific temples! documents! assignments! etc. Refer to the NI Technology Standards

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	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 2: Brain and Behavior

What is biopsychology?			Critical Knowledge & Skills
Debates Analysis of graphic organizers and notes	Classroom Discussions, Socratic seminars, and	Annotations and close reading activities	Content-Specific Practices (when applicable)
unit.	vocabulary terms from the	Students will define the	Standard Mastery Examples When passible, provide links to specific samples/ documents/ assignments/etc.

What is the story of Phineas	Class Trips to applicable historical sites/monuments	Complete the Barron's
What is the story of Phineas Gage?	Definitions of key terms and concepts Individual/Group Presentations Definitions of key terms and concepts	questions from the unit.
	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	Daily classroom activities: experiments, lecture, videos, discussions
		The second secon
How does the nervous system	Annotations and close reading activities Classroom Discussions, Socratic seminars, and	Students will define the vocabulary terms from the
function?	Debates	unit
	Analysis of graphic organizers and notes Annotated Timelines	!
	Teacher and student led PowerPoint	Outline the chapters of the
	Presentations	textbook
trauma explain localization?	Class Trips to applicable historical	
	sites/monuments	Complete the Barron's
	Definitions of key terms and concepts Individual/Group Presentations	questions from the unit.
What is plasticity?	Document Based Question analysis and essays	; -
	Written responses to queries	Daily classroom activities:
	Summary and Analysis of	experiments, lecture, videos,
	Videos/Documentaries/Films	discussions
	Summary and analysis of guest speakers	
		Free response in AD Style

Unit2Su	Unit 2 Suggested Modifications/Accommodations/Extension Act	ion Activities
English Language Learners (ELL) When possible, provide links to specific samples/, documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	Gifted and Talented When possible provide links to specific samples/ discuments/ assignments/ stc.
 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
organizets/study guides to reinforce key	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and	
c. Model and provide examples	teacher.	
d. Extended time on assessments when	d. Figalde informed assessments when hecessary.	
needed.		

Unit?	Unit 2 Connections
NJSLS - Technology When possible provide links to specific samples/ documents/ assignments/etc. Refer to the NI Technology Standards	Career Readiness Practices $When possible, provide links to specific samples (documents) assignments (etc.) Refer to the N Career Readiness Practices$
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
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	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
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.	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.A5: 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 linker to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible provide links to specific ELA/Math/Sa/SS standards as well as samples/ documents/ assignments/ dtc.

	Refer to the N 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 8 4 Evaluate how traditional and nontraditional	Art: Brain Projects
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	
9.2.8.B.7 Evaluate the impact of online activities and social	
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Unit 3: Sensation and Perception/States of Consciousness

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	Definitions of key terms and concents	בים מוכומו:
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with the first the said	sites/monuments	
Complete the Barron's	Class Trips to applicable historical	
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	Presentations	
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	Annotated Timelines	vinat nappens while we are
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Outling the shortest of the	Analysis of graphic organizers and notes	
	Debates	
	j	
vocabulary terms from the unit.	Classroom Discussions, Socratic seminars, and	What is consciousness?
Students will define the	Annotations and close reading activities	
Los non no	(Witch applicable)	
Standard Mastery Examples	Content-Specific Fractices	CHICAL MIOWLEDGE & SKILLS

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Free response in AP Style	Free reg	Summary and analysis of onest speakers	
		Videos/Documentaries/Films	
sions	discussions	Summary and Analysis of	
experiments, lecture, videos,	experiii	Written responses to queries	
	Daily Cir	Document Based Question analysis and essays	
Daily classroom activities:	المالد داد	Individual/Group Presentations	
	,	Definitions of key terms and concepts	addiction?
questions from the unit.	question	sites/monuments	vvnat is the treatment for
Complete the Barron's	Comple	Class Trips to applicable historical	
	.,	Presentations	
×	textbook	Teacher and student led PowerPoint	
יוס טומסיטיס טו יווס	Caulic	Annotated Timelines	
the chapters of the	Outline	Analysis of graphic organizers and notes	impact consciousness?
		Debates	How do Various drugs
vocabulary terms from the unit.	vocabul	Classroom Discussions, Socratic seminars, and	
Students will define the	Student	Annotations and close reading activities	
		Summary and analysis of guest speakers	
Free response in AP Style	Free reg	Videos/Documentaries/Films	
		Summary and Analysis of	
ions.	discussions	Written responses to queries	
experiments, lecture, videos,	experim	Document Based Question analysis and essays	
Daily classroom activities:	Daily cla	Individual/Group Presentations	

	Tickets, Study guides,
Tests, Quizzes, Projects	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment When possible, provide links: to specific samples/ documents/ assignments/etc.	Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.
Assessment Plan	-Unit-3

		_,]	CONTRACTOR OF THE SECTION	
organizers/study guides to reinforce key topics.	 Students may be provided with note 	 Read written instructions 	English Language Learners (ELL) When possible, provide links to specific tamplas/ documents/ accignments/etc.	Unit 3 Sug
b. Extended time on assessments when needed.	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 3 Suggested Modifications/Accommodations/Extension Activi
c. Provide Assessments at a Higher Level of Thinking	b. Extension/Challenge Questions	 Use of Higher Level Questioning Techniques 	Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/sts.	HOD ACTIVITIES

 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
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	
	Unit 3 Connections
NJSLS - Technology	Career F
Refer to the NI Technology Standards	
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a respo
personal and academic interests, achievements, and career	
aspirations by using a variety of digital tools and resources	
0 1 10 4 2. The descent of the country of the first of the country	CRP4. Communicate clearly and effectively and with reason.

	careers have evolved regionally, nationally, and
	9.2.8.B.4 Evaluate how traditional and nontraditional
Art: Brain Projects	
	career.
English: Written reports about experiments	1.2.6.6.3 Evaluate communication, conaporation, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a
Keter to the N-Nudent Learning Standards	
Interdisciplinary Connections When possible, previde links to specific ELA (Math/Sa/SS standards as well as samples), documents/ assignments/etc.	When passible, provide links to specific samples [documents] assignments] etc. Refer to the 21st Century Life and Skills
	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.	use mathematical or logical functions, charts and data from all
in solving them.	worksheets rename tabs to reflect the data on the worksheet and
CRP8. Utilize critical thinking to make sense of problems and persevere	8 1 17 A A. Construct a spreadsheet workhook with multiple
CRP6. Demonstrate creativity and innovation.	professionals in that related area for review.
decisions	commercial or professional audience and present it to peers and/or
GRP4. Communicate clearly and effectively and with reason.	8.1.12.A.2: Produce and edit a multi-page digital document for a
CRP3. Attend to personal health and financial well-being.	aspirations by using a variety of digital tools and resources.
CRP2. Apply appropriate academic and technical skills.	personal and academic interests, achievements, and career
CRP1. Act as a responsible and contributing citizen and employee.	8.1.12.A.1: Create a personal digital portfolio which reflects
Refer to the NJ Career Readiness Practices	Refer to the NI Technology Standards
Career Readiness Practices	NJSLS - Technology
Unit 3 Connections	Unit

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

Unit 4: Conditioning and Learning

expe	Written responses to queries Summary and Analysis of	
	Written responses to queries	
כם	Document Based Question analysis and essays	
Daily classroom activities:	Individual/Group Presentations	conditioning differ?
	Definitions of key terms and concepts	How do classical and operant
from the unit.	sites/monuments	
Complete the Barron's questions	Class Trips to applicable historical	
	Presentations	learning?
Textbook	Teacher and student led PowerPoint	learning and other animals
	Annotated Timelines	differences between human
Outline the chanters of the	Analysis of graphic organizers and notes	What are the similarities and
	Debates	
vocabulary terms from the unit.	Classroom Discussions, Socratic seminars, and	How do humans learn?
Students will define the	Annotations and close reading activities	
assignments (etc.	(wnen appucable)	
When possible, provide links to speafic samples (documents)	Content-Specific Practices	Critical Knowledge & Skills

	Summary and analysis of guest speakers	
	Annotations and close reading activities	Students will define the
What schedules of	Classroom Discussions, Socratic seminars, and	vocabulary terms from the unit.
reinforcement work best?	Debates	
	Analysis of graphic organizers and notes	Duding the short of the
	Annotated Timelines	Outline the chapters of the
How do superstitions	Teacher and student led PowerPoint	textbook
develop?	Presentations	
	Class Trips to applicable historical	Complete the Barron's questions
	sites/monuments	from the unit
How can phobias and	Definitions of key terms and concepts	
addictions be counter	Individual/Group Presentations	:
conditioned?	Document Based Question analysis and essays	Daily classroom activities:
	Written responses to queries	experiments, lecture, videos,
	Summaty and Analysis of	discussions
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	Free response in AP Style

Unit 4 Su	Unit 4 Suggested Modifications/Accommodations/Extension Activities	ion Activities
English Language Learners (ELL) When possible, provide tinks to specific samples! documents! Continuents take	Special Education / 504 When possible, provide links to specific samples / documents/	Gifted and Talented When possible, provide links to specific tamples, documents,
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.	teachet.	
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.	
g. Pair Visual Prompts with Verbal		
Presentations		

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	leadiness Practices specific samples/ documents/ assignments/ etc.	ections

Refer to the NH technology Standards	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 tools and resources.	CRP3. Attend to personal health and financial well-being.
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	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of 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 in solving them.
worksheets, rename tabs to reflect the data on the worksheet, and	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 to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When passible, provide links to specific ELA/Math/Sti/St standards as well as samples/ documents/ assignments/els. Refer to the N/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 employer decisions.	

Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples! documents!
What is cognition?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary terms from the unit.
How does information	Analysis of graphic organizers and notes Annotated Timelines	Outline the chapters of the
processing work?	Teacher and student led PowerPoint Presentations	textbook
How can schemas change with	Class Trips to applicable historical sites/monuments	Complete the Barron's questions
experience?	Definitions of key terms and concepts Individual/Group Presentations	יי כייי יי
What makes a person an	Document Based Question analysis and	Daily classroom activities: experiments. lecture, videos.
expert?	Written responses to queries	discussions
	Summary and Analysis of	
	Videos/Documentaries/Films Summary and analysis of guest speakers	Free response in AP Style
a constraint in the constraint	Annotations and close reading activities	Students will define the
How do humans acquire language?	Classroom Discussions, Socratic seminars, and Debates	vocabulary terms from the unit.
	Analysis of graphic organizers and notes Annotated Timelines	Outline the chapters of the
What is intelligence?	Teacher and student led PowerPoint	textbook
	Presentations Class Trins to applicable historical	
How is intelligence measured?	Class Trips to applicable historical sites/monuments	Complete the Barron's questions from the unit.
	Individual/Group Presentations	,
	Document Based Question analysis and	Daily classroom activities:
	essays Written responses to queries	experiments, lecture, videos, discussions

	When posithe, provide h					intelligence?
C Di C C C C C C C C C C C C C C C C C C	Formative Assessment When possible, provide links to specific samples documents assignments etc.	Unit 5 Assessment Plan	THE PROPERTY OF THE PROPERTY O	Summary and analysis of guest speakers	Videos/Documentaries/Films	Summary and Analysis of
Tanta Onibras Deciacts	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	lan de la companya d		peakers	Free response in AF Style	1

	Unit 5 Assessment Plan	
When posithe, provide links to specific temples (documents / assignments) etc.	mst / assignments/erc. When possible, provide links to	Summative Assessment links to specific samples / documents / assignments / etc.
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides		Tests, Quizzes, Projects
Uni	Unit 5 Suggested Modifications/Accommodations/Extension Activitie	<u>kchitites</u>
English Language Learners (ELL) When possible provide links to specific samples / documents/ assignments/etc.	Special Education / 504 When possible, provide links to sperific camples (documents) assignments / etc.	Gifted and Talented When possible, propide links to specific samples (documents) assignments (etc.
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	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		
h. Highlight Key Words & Phrases		

When possible, provide links: to specific samples? documents / assignments / assignmen	
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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 to specific samples/ documents/ carigmoents/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific BLA(Math/Sci/SS standards as well as samples/ documents/ assignments/ets. 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
cat eet.	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	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Unit 6: Motivation and Emotion

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

To the state of th	Presentations Class Trips to applicable historical	Complete the Barron's questions
How does the Yerkes-Dodson law function?	sites/monuments Definitions of key terms and concepts	from the unit.
How do intrinsic and extrinsic	Individual/Group Presentations Document Based Question analysis and	Daily classroom activities:
motivation differ?	Written responses to queries	discussions
	Summary and Analysis of	Free response in AP Style
	Summary and analysis of guest speakers	٠
	Annotations and close reading activities	
What are primary and secondary	classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary
emotions?	Analysis of graphic organizers and notes	
,	Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook
What is love?	Presentations	
	Class Trips to applicable historical	Complete the Barron's questions
	sites/monuments	from the unit.
What are the theories of	Definitions of key terms and concepts	
emotion?	Individual/Group Presentations	Daily classroom activities:
	essavs	experiments, lecture, videos,
	Written responses to queries	discussions
	Summary and Analysis of	
	Videos/Documentaries/Films	Free response in AP Style
Anna and the state of the state	Summary and analysis of guest speakers	
	Unit 6 Assessment Plan	
Formative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.		When possible, provide links to specific samples/ documents/ assignments/ets.

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uni	Unit 6 Suggested Modifications/Accommodations/Extension Activities	Activities
English Language Learners (ELL) When possible, provide links to spaific samples/documents/ assignments/stc.	Special Education / 504 When possible, provide links to perific samples/ decuments/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.
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	1
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.	
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		

Tickets, Study guides,

accignments/etc. Refer to the N/Student Learning Standards	Refer to the 21st Century Life and Skills
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sal/SS standards as well as samples (documents)	Z1st Century Skalls When possible, provide links to specific samples/ documents/ assignments/ est.
	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 Practices When possible, provide links to spesific samples documents assignments etc. Refer to the NI Career Readiness Practices	NJSLS - Technology When possible, provide links in specific samples / documents / assignments / etc. Refer to the NJ Technology Standards
Umt 6 Connections	

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 employer decisions.	

Unit 7: Development

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific tamples/ documents/ assignments/etc.
How does biological development work?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary
	Analysis of graphic organizers and notes Annotated Timelines	
What are the stages of	Teacher and student led PowerPoint	Outline the chapters of the textbook
development?	Presentations	
	Class Trips to applicable historical	Complete the Barron's questions
What is Freud's theory of	sites/monuments Definitions of key terms and concepts	from the unit.
psychosexual development?	Individual/Group Presentations	Daily classroom activities:
	Document Based Question analysis and essays	experiments, lecture, videos,
What is Erikson's theory of	Written responses to queries	discussions
psychosocial development?	Summary and Analysis of	

	Summary and analysis of guest speakers	
Free response in AP Style	Summary and Analysis of Videos/Documentaries/Films	
discussions	Written responses to queries	
experiments, lecture, videos,	essays	
Daily classroom activities:	Document Based Question analysis and	
	Definitions of key terms and concepts Individual / Crown Dresentations	What is moral relativity?
from the unit.	sites/monuments	
Complete the Barron's questions	Class Trips to applicable historical	What is ethnocentrism?
	Presentations	
Outline the chapters of the textbook	Teacher and student led PowerPoint	
	Annotated Timelines	death and dying?
()	Analysis of graphic organizers and notes	What is Kubler-Ross's theory of
terms from the linit	seminars, and Debates	
Students will define the vocabulary	Classroom Discussions, Socratic	cognitive development?
The second secon	Annotations and close reading activities	What is Piaget's theory of
Free response in AF Style	Summary and analysis of guest speakers	
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stones all Modern Paris	Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Hormative Assessment When possible, provide links to spaific samples documents assignments etc.	Deit 7.4
Brits 7 Supposeed Modifications (Accommodistions / Bytomaten Activities		Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/ etc.	Unit 7 Assessment Plan

when not on task.	e. Establish a non-verbal cue to redirect student d.	d. Extended time on assessments when needed. tea	c. Model and provide examples	organizers/study guides to reinforce key topics. b.	b. Students may be provided with note stu-	a. Read written instructions a. S	uments/	Unit 7 Su English Language Learners (ELL)
 E. Student may complete assessments in alternate	d. Provide modified assessments when necessary.	teacher.	 Preferred seating to be determined by student and 	 Extended time on assessments when needed. 	study guides to reinforce key topics.	a. Students may be provided with note organizers /	When possible provide livies to specific samples / documents / assignments / etc.	Unit 7 Suggested Modifications/Accommodations/Extension Activity Special Education / 504
			-	c. Provide Assessments at a Higher Level of Thinking	b. Extension/Challenge Questions	a. Use of Higher Level Questioning Techniques	When possible, provide links to specific samples/ documents/ assignments/etc.	Activities Gifted and Talented

tionary. set f. wh	ting when requested. Establish a non-verbal cue to redirect student en not on task.
	Unit 7. Connections
NJSLS - Technology When possible, provide links to specific samples / documents / actignments / dic. Refer to the NI Technology Standards	Carecer Readiness Practices When possible, provide links to specific samples/ biraments/ assignments/etc. Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career	CRP1. Act as a responsible and contributing citizen and employee.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
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	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and	in solving them.
use mathematical or logical functions, charts and data from all 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 to specific samples/ documents/ assignments/est. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ decuments/ assignments/stc. 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
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 8: Personality

Critical Knowledge & Skills	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
How is personality categorized?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Students will define the vocabulary terms from the unit.
What are the major theories of	Teacher and student led PowerPoint Presentations	Outline the chapters of the textbook
personality?	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	Complete the Barron's questions from the unit.
What are the Freudian structures of personality?	Individual/Group Presentations Document Based Question analysis and essays	Daily classroom activities: experiments, lecture, videos,
	Written responses to queries Summary and Analysis of	discussions
	Videos/Documentaries/Films Summary and analysis of guest speakers	Free response in AP Style
What is trait theory of	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Students will define the vocabulary terms from the unit.
personality?	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook

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How do parents influence a	Presentations	Complete the Barron's questions
child's personality?	Class Trips to applicable historical	from the unit.
	sites/monuments	
	Definitions of key terms and concepts	
How are various personality tests	Individual/Group Presentations	Daily classroom activities:
similar or different?	Document Based Question analysis and	experiments, lecture, videos,
	essays	discussions
	Written responses to queries	
	Summary and Analysis of	Free response in AP Style
	Videos/Documentaries/Films	
	Summary and analysis of guest speakers	

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Romative Assessment When possible, provide links to specific samples! documents! assignments! etc.	Dinit 8 A
Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc.	ssessment Plan

	Unit 8 Suggested Modifications/Accommodations/Extension Acatalite	Activities.
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples! documents!	When possible provide links to specific samples/ documents/ assignments/ etc.	When possible, provide links to specific samples / documents /
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	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
 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		

NJSLS When possible, provide links to specific Refer to the N/T	
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Art: Brain Projects	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and
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 career.
Interdisciplinary Connections When possible, provide links to specific BLA/Math/Sci/SS standards as well as samples/ documents/ assignments/eta 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
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. 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.	personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 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. 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. 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.

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 9: Psychological Disorder/Therapy

What are the treatments for							What causes schizonhrenia?			What is schizophrenia?			defined?	normal and abnormal be	•		Critical Knowledge & Skills	
Classroom Discussions, Socratic	Annotations and close reading activities	Summary and analysis of guest speakers	Videos/Documentaries/Films	Summary and Analysis of	Written responses to direries	Document pased Question analysis and essays	Individual/Group Fiesentauous	Definitions of key terms and concepts	sites/monuments	Class Trips to applicable historical	Presentations	Teacher and student led PowerPoint	Analysis of graphic organizers and notes Annotated Timelines	seminars, and Debates	Classroom Discussions, Socratic	Annotations and close reading activities	Content-specific Fractices (when applicable)	
terms from the unit.	Students will define the vocabulary			Free response in AP Style		discussions	experiments, lecture, videos,	Daily classroom activities:		from the unit.	Complete the Barron's questions		Outline the chapters of the textbook		terms from the unit.	Students will define the vocabulary	When possible, provide links to specific samples! documents! assignments! etc.	Standard Mastery Examples

Analysis of graphic organizers and notes Annotated Timelines Outline the chapters of the textbook
Leacher and student led PowerPoint
Complete the Barron's questions
I from the unit.
Definitions of key terms and concepts Daily classroom activities:
Individual/Group Presentations Document Based Ouestion analysis and lexperiments, lecture, videos,
discussions
Free response in AP Style
Summary and analysis of guest speakers
Annotations and close reading activities Students will define the vocabulary
Analysis of graphic organizers and notes Annotated Timelines Outline the chapters of the textbook
Teacher and student led PowerPoint
Complete the Barron's questions
Definitions of key terms and concepts Daily classroom activities:
Document Based Ouestion analysis and experiments, lecture, videos,
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Free response in AP Style
Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and conc Individual/Group Presentations Document Based Question analys: essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest spe Annotations and close reading acticlassroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and Annotated Timelines Teacher and student led PowerPoi Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and conc Individual/Group Presentations Document Based Question analysi essays Written responses to queries Summary and Analysis of

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Talendari (Talendari)	Unit 9 Snggested Modifications/Accommodations/Extension Activi	ACTIVITIES TO THE PROPERTY OF
English Language Learners (EIII) When possible, provide links to speific samples (documents) assignments / etc.	Special Education / 504 When possible, provide links to specific samples / documents/ assignments / etc.	Gifted and Talented When possible, provide theks to specific camples [documents] assignments etc.
a. Read written instructions	 a. Students may be provided with note organizers / 	a. Use of Higher Level Questioning Techniques
 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	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.	
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 		

When possible provide links to specific samples/documents/assignments/etc. Refer to the NI Technology Standards	When possible provide links to specific samples! documents! assignments! etc. Refer to the NJ Carver 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 tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or	decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
	CRP8. Utilize critical thinking to make sense of problems and persevere

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 lines to specific samples/ documents/ assignments/stc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide intes to specific ELA/Math/Sci/SS standards 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	
	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 10: Prosocial and Antisocial Behavior

terms from the unit.	seminars, and Debates Analysis of graphic organizers and notes	
Students will define the vocabulary	Annotations and close reading activities Classroom Discussions, Socratic	What is social psychology?
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills

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What are social roles and how do	Annotated Timelines Teacher and student led PowerPoint	Outline the chapters of the textbook
they determine behavior?	Presentations Class Trips to applicable historical	Complete the Barron's questions
	sites/monuments	from the unit.
	Definitions of key terms and concepts	
	Individual/Group Presentations	Daily classroom activities:
How do cultural norms vary	Document Based Question analysis and	experiments, lecture, videos,
between areas and societies?	essays	discussions
	Written responses to queries	
	Summary and Analysis of	Free response in AP Style
	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.
What did the Stanford Prison	seminars, and Debates	
Experiment reveal about the	Analysis of graphic organizers and notes	Outline the chapters of the textbook
power of situational roles?	Annotated Timelines	
	Teacher and student led PowerPoint	
	Presentations	Complete the Barron's questions
What are some examples of	Class Trips to applicable historical	from the unit.
teenage conformity:	sites/monuments	
	Definitions of key terms and concepts	Daily classroom activities:
	Individual/Group Presentations	
What are the benefits and	Document Based Question analysis and	experiments, recture, videos,
dangers of obedience?	essays	discussions
	Written responses to queries	מל כ
	Summary and Analysis of	Free response in AP Style
	Videos/Documentaries/Films	
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	Group Discussions,
Lickets, Study guides,	ssions, Graphic Organizers, Class Participation, Exit
	, Exit Tests, 1
	Quizzes, Projects

unii	Unit 10 Suggested Modifications/Accommodations/Extension Activities	Activities
English Language Learners (ELL) When possible, provide linker to specific samples/ documents/ assignments/etc.	Special Education / 504 When passible, provide links to specific samples! documents! assuments! etc.	Gifted and Talented When possible provide lines to specific samples documents
a. Read written instructions	a. Students may be provided with note organizers /	2. Use of Higher Level Onestioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Ouestions
organizers/study guides to reinforce key topics.	 Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	6
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.	
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 		

Unit NJSLS - Technology When possible, provide lines to specifi samples a documents a supraments at the second s	Unit 10 Connections Careet Readiness Practices
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.	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.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.	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.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.	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.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/etc.	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standard: as well as samples [documents]

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	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.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Refer to the 21st Cennur 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 career.
	Math: Information logs on experiments	Art: Brain Projects	Refer to the NJ Student Learning Standards English: Written reports about experiments