

TOWNSHIP OF UNION PUBLIC SCHOOLS



Psychology

July 21, 2020

Mission Statement

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

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and 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 conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and 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 by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work.

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

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 History & Research Methods</p>	<p>Define psychology</p> <p>Explain psychology's scientific basis.</p> <p>Differentiate psychology's goals.</p> <p>Analyze the major perspectives.</p> <p>Synthesize the major research methods.</p> <p>Evaluate and engage in the principles of critical thinking.</p>	<ul style="list-style-type: none"> ● 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 ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays

		<ul style="list-style-type: none"> ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Text: Understanding Psychology</p> <p>www.collegeboard.org www.youtube.com www.classroom.google.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.RSgVJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791 https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf</p>	
<p>Unit 2 Biopsychology</p>	<p>Analyze how the nervous system works.</p> <p>Synthesize how brain areas relate to behavior.</p> <p>Diagnose behavioral problem caused by affected</p>	

	<p>brain areas</p> <p>Create a 3 dimensional model of the brain.</p> <p>Analyze the case study of Phineas Gage.</p>	
<p>Suggested Resources Provide links to specific resources/activities:</p>	<p>Text: Understanding Psychology</p> <p>www.collegeboard.org</p> <p>www.youtube.com</p> <p>www.classroom.google.com</p> <p>www.kahoot.com</p> <p>http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</p> <p>http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/</p> <p>http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVlI0K.dpbs</p> <p>https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>	
<p>Unit 3 Sensation & Perception</p>	<p>Analyze how sensations take place in the body.</p> <p>Analyze how humans perceive the world.</p> <p>Synthesize how vision works.</p> <p>Synthesize how hearing works.</p> <p>Evaluate how hypnosis is done.</p> <p>Evaluate why we sleep and dream.</p>	

	<p>Text: <u>Understanding Psychology</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbthistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RS6VJIQK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Unit 4 Learning</p> <p>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.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Text: <u>Understanding Psychology</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com</p>	

	<p>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</p>	
<p>Unit 5 Cognition</p>	<p>Evaluate how memory works.</p> <p>Synthesize the process of memory transfer.</p> <p>Evaluate the relationship between short and long term memory.</p> <p>Evaluate how cognition happens.</p> <p>Compare and contrast human and animal problem solving.</p> <p>Evaluate how metacognition takes place.</p> <p>Evaluate the relationship between IQ testing and cultural bias.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Text: <u>Understanding Psychology</u></p> <p>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.RSqVJIQK.dpbs</p>	

	<p>https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>
<p>Unit 6 Motivation & Emotion</p>	<p>Evaluate the drives for motivation. Synthesize how hunger, thirst, and sex drive are initiated.</p> <p>Describe satiation and the biological causes.</p> <p>Evaluate the major theories of emotion?</p> <p>Define and explore the concept of love.</p> <p>Evaluate the hierarchy of needs and concept of self-actualization.</p>
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Text: <u>Understanding Psychology</u> www.collegeboard.org www.youtube.com www.classroom.google www.kahoot.com http://www.lgbthistory.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</p>
<p>Unit 7 Personality Theory</p>	

	<p>Evaluate the concept of personality.</p> <p>Compare and contrast their self-evaluation of their personality to the responses of others.</p> <p>Evaluate psychosexual theory.</p> <p>Evaluate psychosocial theory.</p> <p>Synthesize how personality testing is conducted.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Text: <u>Understanding Psychology</u></p> <p>www.collegeboard.org</p> <p>www.youtube.com</p> <p>www.classroom.google</p> <p>www.kahoot.com</p> <p>http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</p> <p>http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/</p> <p>http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVIQKdpbs</p> <p>https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>	
<p>Unit 8 Development</p>	<p>Evaluate the contributions of nature and nurture.</p> <p>Synthesize how genetics influence traits.</p> <p>Evaluate how development is sequential.</p> <p>Analyze how attachment theory explains development.</p>	

	<p>Evaluate parenting styles and their effectiveness.</p>	
<p>Unit 9 Abnormal Psychology</p>	<p>Evaluate what normal is. Evaluate how deviance is defined. Evaluate the symptoms, causes, and treatments of schizophrenia. Analyze the relationship between depression and suicide. Analyze how sexual behavior can be symptomatic of disorder. Evaluate how serial killers emerge and what their motivations are.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>		
<p>Text: Understanding Psychology www.collegeboard.org www.youtube.com www.classroom.google.com www.kahoot.com http://www.lgbthistory.org/course/high-school-lesson-plans-general-lgbtq/ http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqYl1OK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>		

	<p>Evaluate how therapeutic techniques treat various psychological illnesses.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Text: Understanding Psychology www.collegeboard.org www.youtube.com www.classroom.google.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.RSgV11OK.dpbb https://www.verywellmind.com/how-to-learn-about-psychology-2794791</p>	
<p>Unit 10 Social Psychology</p>	<p>Evaluate how social roles impact behavior. Evaluate how social norms vary between regions and cultures. Analyze how we attribute behavior to situational factors. Evaluate what drives people into relationships. Analyze how cults emerge. Explore the drawbacks of groupthink.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Text: <u>Understanding Psychology</u> www.collegeboard.org www.youtube.com</p>	

	www.classroom.google www.kahoot.com http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.apa.org/ed/prcollege/topss/lessons/sexual-orientation.pdf http://psychlearningcurve.org/new-teaching-resources-for-high-school-psychology-teachers/ http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqV11QK.dpbs https://www.verywellmind.com/how-to-learn-about-psychology-2794791
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Curricular Units

Unit 1: History & Research Methods

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

<p>How did psychology emerge as a science?</p>	<p>Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>
<p>What are the major trends and specialties in psychology?</p> <p>What is critical thinking?</p> <p>How does psychology differ from false explanations of behavior?</p>	<p>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 Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>

Unit 1 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/documents/assignments/etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking</p>	
Unit 1 Connections			
NJSLS - Technology	Unit 1 Connections	Career Readiness Practices	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>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.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p>	
21st Century Skills	Interdisciplinary Connections		
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p>		

<p>career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>
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Unit 2: Biopsychology

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

	Summary and analysis of guest speakers	discussions Free response
<p>Why are the brain's association areas important and what happens if they are injured?</p> <p>What kinds of behaviors are controlled by the sub cortex?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response</p>

Unit 2 Assessment Plan		Summative Assessment	
Formative Assessment	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects	

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

needed.

Unit 2 Connections	
NJSLS - Technology	Career Readiness Practices
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

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 <i>(when applicable)</i>	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>How do sensory systems function?</p> <p>What are the limits of our senses?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>
<p>How is vision accomplished?</p> <p>How do we see colors?</p>	<p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities:</p>
<p>What are the mechanisms of hearing?</p> <p>How do the chemical senses operate?</p> <p>What are the somesthetic senses and how do they</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>Free response</p> <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities:</p>

operate?	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	experiments, lecture, videos, discussions Free response
Why are we more aware of some sensations than others?	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 Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response
What happens while we sleep?		
What is ESP?		

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

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

<p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	
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Unit 3 Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

<p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	
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Unit 4: Learning

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

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

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations 	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers/ study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. 	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking
Unit 4 Connections		
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,</p>		

<p>home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>
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Unit 5: Cognition

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

	Summary and analysis of guest speakers	Free response
What causes forgetting?	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	Students will define the vocabulary terms from the unit.
What is nature of thought?	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Outline the chapters of the textbook
How do we think?	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Complete the Barron's questions from the unit.
How are concepts learned?	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Daily classroom activities: experiments, lecture, videos, discussions
What is the role of language in thinking?	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	Free response
How does animal thinking differ from humans?	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays	Students will define the vocabulary terms from the unit.
How do humans solve problems?	Written responses to queries Summary and Analysis of	Outline the chapters of the textbook
What is known about metacognition?	Summary and Analysis of	Complete the Barron's questions from the unit.
		Daily classroom activities: experiments, lecture, videos, discussions

Videos / Documentaries / Films Summary and analysis of guest speakers	Free response
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Unit 5 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides		Tests, Quizzes, Projects

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

Unit 5 Connectors		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards		Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career 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. 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.		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.

<p>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.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 6: Motivation & Emotion

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

<p>motives?</p> <p>What causes hunger, eating, and eating disorders?</p>	<p>Presentations Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response</p>
<p>Is there more than one type of thurst?</p> <p>In what ways is the sex drive unusual?</p> <p>What are social motives?</p>	<p>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 Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response</p>
<p>What is the hierarchy of needs?</p> <p>What are the primary emotions?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>

<p>What is love?</p>	<p>Presentations Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>
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Unit 6 Assessment Plan		
Formative Assessment		Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 6 Suggested Modifications/ Accommodations/ Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking</p>

<p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>f. Establish a non-verbal cue to redirect student when not on task.</p>	
Unit 6 Connections		
<p style="text-align: center;">NISLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>	<p style="text-align: center;">Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>	<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

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 (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments, etc.</i>
<p>How do psychologists use the term personality?</p> <p>What core concepts make up personality?</p> <p>Are some personality traits more basic or important than others?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response</p>
<p>How do different theorists explain personality?</p> <p>How do psychologists measure personality?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>

<p>What is the difference between psychosexual theory and psychosocial theory?</p>	<p>Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Daily classroom activities: experiments, lecture, videos, discussions Free response</p>
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Unit 7 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

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

Unit 7 Connections	
<p>NISIS - Technology <i>When possible provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>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.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>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</p>

<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 8: Development

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

	Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Free response
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Unit 8 Assessment Plan		
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 8 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 8 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJSLS Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJSLS 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.

<p>aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>Interdisciplinary Connections</i></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>

Unit 9: Abnormal Psychology

Critical Knowledge & Skills	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments, etc.</i>
How is normality defined?	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 Class Trips to applicable historical sites/monuments	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook
What are the major psychological disorders?	Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers	Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response
What is a personality disorder? How can sexual behavior become disordered?	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 Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos,
What are mood and anxiety disorders? What are the warning signs of suicide? What are the symptoms of psychosis?	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 Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and	Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos,

<p>What are the symptoms and treatments of schizophrenia?</p>	<p>essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>discussions Free response</p>
<p>How is psychoanalysis used?</p>	<p>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 Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Students will define the vocabulary terms from the unit. Outline the chapters of the textbook Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>
<p>What are the major types of therapy?</p>	<p>Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>
<p>Why do serial killers kill?</p>	<p>Class Trips to applicable historical sites/monuments 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 Summary and analysis of guest speakers</p>	<p>Complete the Barron's questions from the unit. Daily classroom activities: experiments, lecture, videos, discussions Free response</p>

Unit 9 Assessment Plan		Summative Assessment	
<p><i>Formative Assessment</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p><i>Summative Assessment</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p>Tests, Quizzes, Projects</p>	

Unit 9 Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

Unit 9 Connections		
NJSLS - Technology	Career Readiness Practices	Interdisciplinary Connections
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>21st Century Skills</p> <p>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.</p>
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p>
<p>English: Written reports about experiments</p> <p>Art: Brain Projects</p>		

<p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Math: Information logs on experiments</p>
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Unit 10: Social Psychology

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

	<p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Free response</p> <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>Why do people affiliate?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>What factors influence attraction?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>What factors determine friendship?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>How do cults emerge?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>How do situational demands alter behavior?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>
<p>What are some examples of teen and adult conformity?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p>

<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Free response</p>
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Unit 10 Assessment Plan	
<p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

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

Unit 10 Connections	
<p>NISLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NI Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NI Career Readiness Practices</p>
<p>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. 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</p>	<p>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</p>

<p>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.</p> <p>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.</p>	<p>in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>