Introduction to Psychology Unit 1

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
History and Schools of Thought, Research collection strategies, Biopsychology, Personality Development and Consciousness	1	9
Sensation and Perception, Memory, Learning, Social Psychology and Psychological Disorders and Treatments and Therapies	2	9

Unit Overview

This unit provides a basic introduction on the history and present use of psychology including various philosophical approaches, research gathering strategies, the biological development of the brain, behavior of the individual in areas of growth and personality development.

Enduring Understandings

1. Students will be able to understand the careers that are available in the fields of psychology, how each differs and the commitment of time and money to each.

2. Students will be able to understand the complexities of diagnosing psychological issues.

3. Students will be able to understand how historical and contemporary schools of thought provide a framework to understand behavior from multiple prisms.

4. Students will be able to understand how psychologists gain insight into human behavior by using the scientific method and experimentation to gain quantitative information for analysis along with other research methods such as surveys, case studies, longitudinal and cross-sectional studies and natural observations to add to the collection of data.

5. Students will be able to understand the interaction between the brain, endocrine system and nervous system and how they influence our mental processes and behavior.

6. Students will be able to understand how the environment and genetics(nature/nurture) work together over a lifetime to make us who we are.

7. Students will be able to understand the way that we think is very much influuenced by of our language, cultural norms and values.

8. Students will be able to understand how Theories on Consciousness help to explain personality development.

Essential Questions

1. Why Study Psychology?

2. Who were the early pioneers in Psychology?

3. What determines Valid Research?

4. What are the leading tools and methods that Psychologist use in conducting research?

5. What careers are available in Psychology?

6. How can I apply psychology to my daily life?

7. Why do psychologists study the brain?

8. How do psychologists use developing technology to develop the brain?

9. How are the endocrine system and the nervous systems interrelated?

10. What is the "nature v. nurture" debate?

New Jersey Student Learning Standards (No CCS)

HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.B.CS4	Early detection strategies and regular physical exams assist in the prevention and treatment of illness or disease.
HPE.2.5.12.C.CS2	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.

Amistad Integration

We will implement the following materials, texts and case studies to integrate the history and contributions of African-Americans in the field of psychology.

Inclusion of African-Americans into the history and development of the various fields of

psychology.

Students will research and create a presentaion developing psychologist Kenneth Bancroft Clark's famous "Doll Study" that played a role in the Supreme Court decision in the case of Brown v. Board of Education.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Holocaust/Genocide Education

We will implement the following material and texts to integrate the history of prejudice, discrimination, and genocide and to help students to take personal responsibility to fight hatred and racism.

Research, analysis, and discussion of Stanley Milgram's landmark experiment on Obedience and Conformity.

Selected film clips, readings, interviews and small group discussion about Phil Zimbardo's 1969 Stanford Prison Experiment.

Analysis of Stanly Milgram's "Lost Letter" study on prejudice against certain groups in the community.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

Interdisciplinary Connections

In connection with the English department, students will practice and be assessed on argumentative writing, thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the

	audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Technology Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B	Nutrition
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.CS2	Applying first-aid procedures can minimize injury and save lives.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
HPE.2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.
HPE.2.4.12.C.CS1	Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
HPE.2.5.12.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social

	interaction.
HPE.2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)
HPE.2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

21st Century Themes/Careers

Students will understand how, where, and when to either seek help and understanding for themselves or others.

Students will demonstrate 21st Century skills through the use of fact driven research, cooperative learning environments, critical thinking, and independent interests and endeavors to enhance their communicative abilities.

HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.
HPE.2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
SOC.6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

| SOC.6.3.12.CS6 | Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions. |
| SOC.6.3.12.CS7 | Take actions that result in a more just and equitable society. |

Financial Literacy Integration

We will instruct students on basic financial topics to navigate the realities of our world today and understand how psychology can have an impact on financial institutions and markets.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Instructional Strategies & Learning Activities

Examples may include:

Primary Source Analysis

Journal Entries

Class Discussions (large and small group)

Supplemental Readings (secondary sources, book chapters, journals, map analysis)

Analyzing images and cartoons

Anticipation Guides

Human Timeline

Graffiti Boards

Four Corners

Two minute interview

Whip around

Film Clips - Discovering Psychology, Brain Games, National Geographic, etc.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Choice Boards
- Debate
- Mock Trial
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations

- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Nightly and or weekly out of class assignments(readings, notes/review, Canvas assignments) that follow the textbook sections and class material.
- Outside primary and secondary resources will be assigned for further understanding, mastery and enrichment pertaining to the Introduction to Psychology and Personality Development).
- In class writing assignments and research assignments (maps, presentations, charts) developing the content in Unit I.
- Daily warm up activities.
- Big Picture activity
- Explain What Matters
- Three Questions activities
- Yes/No Charts
- Do's and Dont's

Summative Assessment

Each of the "chapters" will be assessed in various ways. They will range from traditional to non traditional. Multiple choice/ T-F/Matching/Short and longer answers will be utilized in the traditional assessment(s). Chapters not tested traditionally will be assessed via a paper , essay or presentation on a particular psychological topic(Early Childhood learning) or historical figure(s) associated with psychology(Anna Freud or B.F. Skinner).

Benchmark Assessments

Monitoring writing progress by including at least one writing assignment per unit.

Alternate Assessments

- Provide visual aids
- Allow as much time as needed to complete tests/quizzes
- Take-home tests/quizzes
- Provide a vocabulary list with definitions
- Have test materials read to students
- Allow open note tests/quizzes
- Use a pass-fail system
- Allow for re-take for a better grade
- Visit a historical site and present
- give directions in small steps
- Divide tests into shorter sections.
- Use larger font on tests/quizzes

Resources & Technology

Examples of Technology:

One on One Chromebooks

Promethean Boards

3-D Printer

IPADS

Desk Top Computers

Computer Carts

Projectors

Virtual simulations and experiments

Examples of Resources:

Stanford History Group

PBS

Avalon Project

Library of Congress

Independent Historical Socieities

Media Wise

Teaching with Primary Resources Library of Congress

Online Evidence Project through Spencer Foundation

Robert McCormick Foundation History and News Literacy

Sweden's Wallenberg Foundation, *Digital History in the Classroom and Beyond*

Bill and Melinda Gates Foundation, the *Historical Thinking for the 21st Century*

Investigating Historical Consciousness

Historical Sense-Making Project

American YAWP

American Historical Association

PsychLabOnLine

American Psychological Association

Educational Psychology

Psychology Today

PsychCentral

BOE Approved Texts

NO TEXTBOOK.

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time

- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback

- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking