

# Introduction to Psychology Unit 2

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

## Course Pacing Guide

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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 and a look into the future of psychology. 2		9

## Unit Overview

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This unit is a continuation of psychology by focusing on how we learn, memory, sensation and our perceptions, and the challenges of mental illnesses and the treatments and therapies that are available. The course concludes with a look into the future of psychology.

## **Enduring Understandings**

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1. Students will understand group influences compared to individual behavior can be extremely powerful.
2. Students will understand there are many subtle and overt group influences on individual behavior (conformity, obedience, risky-shift, peer pressure, deindividuation)
3. Students will be able to understand personal perception affects behavior (stereotyping, prejudice, racism, gender biases, self-fulfilling prophecies) and must be monitored.
4. Students will understand that most instances of abnormal behavior are treatable and are greatly misunderstood by the general public.
5. Students will understand that many treatments and therapies used in the treatment of mental illnesses (anxiety, affective, schizophrenia, dissociative, somatoform, personality disorders), causes (stress, chemical/biological) for both patient and family.
6. Students will be able to understand the social stigma and financial costs are added burdens to both individuals and families who are in treatment.

## **Essential Questions**

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1. What are the differences between Sensation and Perception?
  2. What are the leading biological and social theories of Motivation?
  3. How are Motivation and Emotions related?
  4. What are the leading causes and psychological reactions to stress?
  5. How do psychologists treat stress?
  6. What is Cognitive Psychology?
  7. What are the leading theories offered by psychologists regarding Adolescent Psychology?
- How do psychologists treat the challenges of Middle Age and Old Age?
- What is Social Psychology?
- What does Bystander Psychology reveal about the human psyche?
- When do groups Conform most readily?

Who are/were the pioneer psychologists in the field of Social Psychology?

How are Attitudes formed and changed?

What is Social Perceptions?

How do psychologists define “abnormal”?

What are the leading Psychological Disorders?

How do Psychologists determine Psychological Disorders?

What is the DSM-IV?

Who are the Psychological personalities associated with the study of Psychological Disorders?

What are the leading Schools of Thought regarding the Treatment of Mental Disease?

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### **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.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.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
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.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
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.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
HPE.2.3.12	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines

	and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.12.C	Dependency/Addiction and Treatment
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.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.

## **Amistad Integration**

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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 presentation 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.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
SOC.6.3.12.A	Civics, Government, and Human Rights
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.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
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.

## Holocaust/Genocide Education

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

SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
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.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i> ), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
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.

## Interdisciplinary Connections

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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.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

## Technology Standards

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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.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.CRP6.1	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.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
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.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.E.CS2	Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.5.12.C.CS2	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
HPE.2.6.12.A.5	Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

## **21st Century Themes/Careers**

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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.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.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
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.A	Civics, Government, and Human Rights
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.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
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**

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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.CRP2.1	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.CRP3.1	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.CRP4.1	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.CRP5.1	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.CRP6.1

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.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

PFL.9.1.12.B.3

Construct a plan to accumulate emergency "rainy day" funds.

PFL.9.1.12.F.2

Assess the impact of emerging global economic events on financial planning.

## **Instructional Strategies & Learning Activities**

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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**

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- 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**

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- 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 Memory and Learning).
- In class writing assignments and research assignments ( maps, presentations, charts) developing the content in Unit II.
- Daily warm up activities.
- Big Picture activity
- Explain What Matters
- Three Questions activities
- Yes/No Charts
- Do's and Dont's

### **Summative Assessment**

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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( Memory) or historical figure(s) associated with psychology(Phil Zimbardo or Karen Horney).

### **Benchmark Assessments**

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

### **Alternate Assessments**

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- 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**

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#### **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 Societies

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

**Closure**

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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**

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Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

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

## **Special Education**

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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

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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

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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**

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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

