# Unit 3: Personality, Health, & Adjustment

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Human Behavior/Psychology: Grades 11-12

# Unit 3: Personality, Mental Health, & Adjustment

**Belleville Board of Education**

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## Unit Overview

In this unit, students will explore the various aspects of human personality, including how and why a person experiences emotions, the theories and psychological tests related to personality development, and the effect of cultural gender roles on an individual's attitudes and behavior. Students will also explore the various aspects of physical and psychological health, including how an individual's health is related to stress, the different types of psychological illnesses, and the treatment methods that attempt to improve an individual's psychological well-being.

Students will learn the following:

- The many theories explaining how and why people experience various emotions
- The different theoretical explanations for the development of human personality
- The various means psychologists use to assess personality
- The evolution of gender roles over time and in daily society
- The impact that gender roles have on an individual's emotional and behavioral development
- The effect stress has on physical and psychological health
- Ways that people can better cope with stress
- The causes and symptoms of various types of psychological disorders
- Treatment methods available to people suffering from psychological disorders
- Methods of psychotherapy and biological therapy

## Enduring Understanding

- Psychologists study motivations, needs, and emotions to understand what drives human behavior.
- There are a variety of approaches to explain personality.
- Psychological tests are used for a variety of purposes.
- The development of gender roles and behavior can be explained in different ways.
- Stress produces psychological and physical effects on the body.
- Psychological disorders have different causes and symptoms and can interfere with a person's life.
- Mental health professionals use a variety of therapies to help people.

## Essential Questions

- What are motivations?
- What kinds of factors influence biological needs such as hunger?
- How have psychologists attempted to explain the psychological motivations that drive people?
- What are emotions?
- How do traits influence personality?
- What effect does the unconscious have on personality?
- What effect do different methods of learning have on personality?
- How do the humanistic and sociocultural approaches explain personality?
- What are the purposes and characteristics of psychological tests?
- How are achievement tests, aptitude tests, and interest inventories used?
- What are some strategies for taking tests and avoiding test anxiety?
- Which differences in men and women are biological and which are learned?
- What theories explain how children acquire their gender roles?
- How do gender roles change over time and across cultures?
- What is stress, and what causes it?
- How does the body respond to stress?
- What physical illnesses can result from stress?
- How do people cope with stress?
- What are psychological disorders?
- How are psychological disorders classified?
- How do anxiety and mood disorders affect people?
- How do disassociative and somatoform disorders affect people?
- What is schizophrenia?
- What are personality disorders?
- What is psychotherapy?
- What are the advantages of each method of psychotherapy?
- What is psychoanalysis?
- What are the primary goals and methods of humanistic therapy?
- How do cognitive and behavior therapists try to help people?
- What are the main biological treatments for psychological disorders?

## Exit Skills

By the end of Unit 3, 11th and 12th grade Human behavior students should be able to:

- Identify the main ideas and details of all aspects of personality..
- Define and use content/academic vocabulary related to personality theories, psychological tests, and gender roles.
- Analyze data results from a personality or other psychological test and use it to defend a DSMV classification.
- Analyze primary and secondary sources related to personality, including theories. testing, and gender roles.
- Analyze case studies and other readings related to personality, including theories. testing, and gender roles.
- Analyze famous experiments related to personality.
- Identify the main ideas and details of all aspects of health and how it relates to psychology..
- Define and use content/academic vocabulary related to health and adjustment.
- Define stress and explain how it can affect someone's life.
- Analyze various psychological disorders (ex. anxiety, obsessive compulsive disorder, disassociative disorders, and somatoform disorders) and methods of therapy
- Analyze the criteria necessary for a DSMV classification for various psychological disorders.
- Analyze primary and secondary sources related to stress, psychological disorders, and methods of therapy.
- Analyze case studies and other readings related to stress, health and adjustment, psychological disorders, and methods of therapy.
- Analyze famous experiments related to the brain.

## New Jersey Student Learning Standards (NJSLS-S)

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|---|---|
| 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.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 |

| | |
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| | their actions and/or inactions. |
| SOC.6.3.12.CS7 | Take actions that result in a more just and equitable society. |

## Interdisciplinary Connections

| | |
|---|---|
| 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.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| 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.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| 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. |

## Learning Objectives

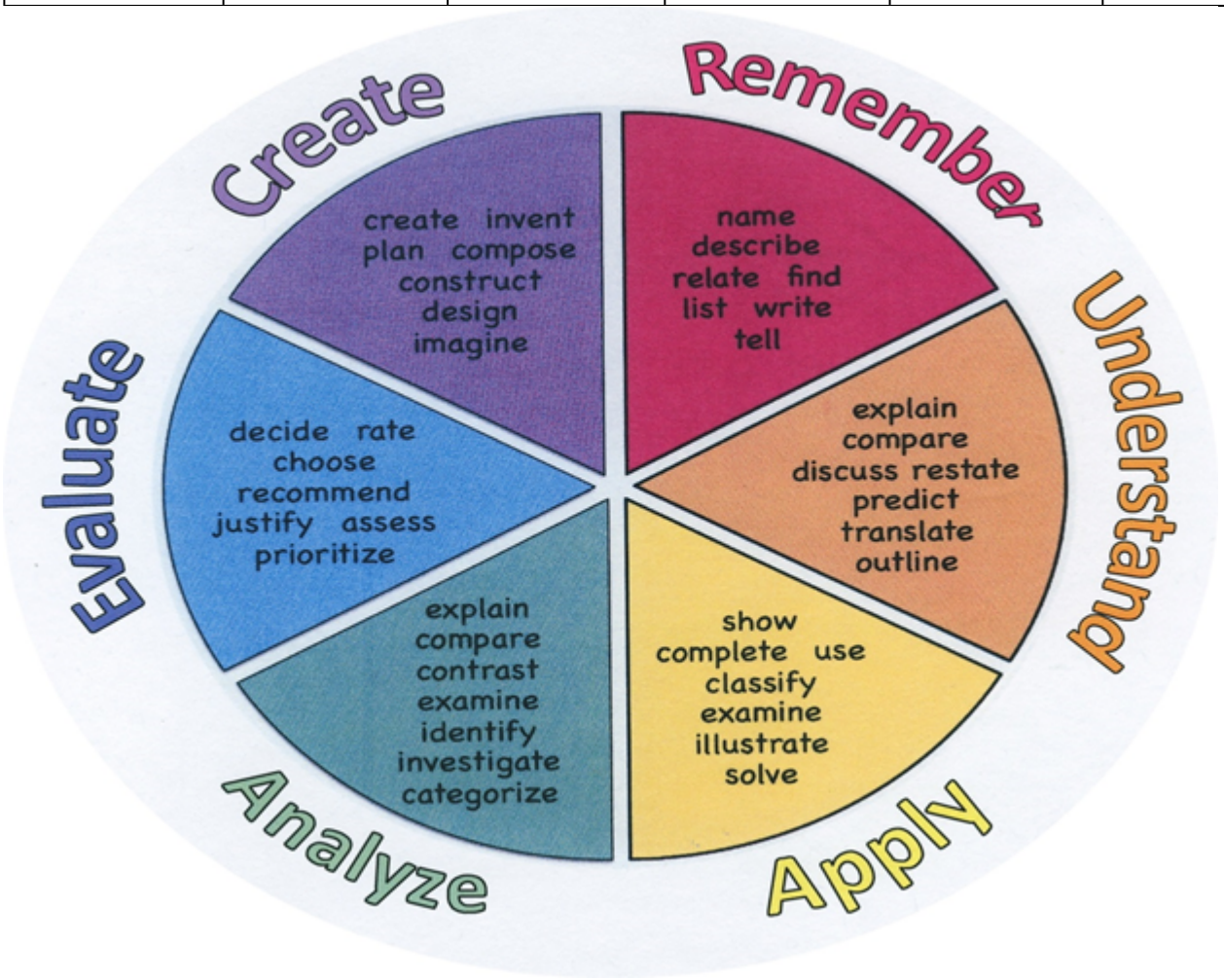
- List and explain four theories of motivation.
- Describe the hunger drive, and analyze the causes of obesity.
- Explain stimulus motives, the balance theory, and achievement motivation.
- Describe 4 theories of emotion.
- Explain the history, main features, and limitations of the trait theory of personality.

- Describe the impact of the psychoanalytic theory of personality and how the theory has been modified since Sigmund Freud.
- Describe what learning theorists believe are the influences on and motivations for behavior.
- Explain how the humanistic approach views the role of the self and free choice in shaping behavior.
- Defend the humanistic approach in relation to personality and behavior.
- Discuss how the sociocultural approach views the importance of ethnicity, gender, culture, and socioeconomic status in the development of personality.
- Defend the sociocultural approach in relation to the development of personality.
- List the purpose and characteristics of psychological tests by creating a chart.
- Compare and contrast the use of achievement tests, aptitude tests, and interest inventories.
- Identify the two kinds of personality tests, and discuss their uses.
- Identify strategies for taking tests and ways to avoid test anxiety through role playing.
- Define *gender roles* and *gender stereotypes*, and explain the difference between the two terms though a class demonstration.
- Describe gender differences in cognitive abilities, personality, and behavior.
- Define *gender typing* and discuss several theories that explain how it may occur.
- Explain how gender roles have changed over time, and identify the ways in which they can vary from culture to culture.
- Differentiate between the 2 types of stress.
- Identify the main sources of stress.
- Explain how conflict causes stress.
- Analyze how personality types affect stress.
- Discuss the factors that influence our response to stress.
- Explain how stress affects the immune syndrome.
- Analyze how biological and psychological factors affect health.
- Discuss the factors that contribute to heart disease.
- Support the idea that cancer is linked to stress.
- Assess some defensive coping methods.
- Explain how active coping methods help ease stress.
- Define the term psychological disorders and assess how common they occur.
- Identify the four major symptoms of psychological disorders.
- Classify psychological disorders by categorizing according to DSM V.
- Identify the characteristics of anxiety.
- List and explain the major types of anxiety disorders
- Compare the main types of mood disorders.
- Identify the theories that explain the origins of mood disorders.
- Analyze the dissociative and somatoform disorders.
- Identify the symptoms and types of schizophrenia.
- Differentiate between the psychological and biological explanations fo schizophrenia.
- Identify the characteristics of various personality disorders.
- Compare and contrast the different types of therapy, including psychotherapy and group therapy.
- Compare and contrast the different approaches of therapy, including psychoanalytic, humanistic, cognitive, behavior, and biological.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |

| | | | | | |
|---|---|---|---|---|---|
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



## Suggested Activities & Best Practices

- Read case studies and psychological experiments related to Unit 3 (For example: "The Unresponsive Bystander"; "Darkness Visible, William Styron") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 3 (For example: "Are You Driven to Success" Quick Lab; "Does Public Speaking Make You Nervous" Quick Lab) and analyze the results using a rubric (student or teacher created).
- Analyze cartoons based on human behavior/psychology topics discussed in Unit 3 using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 3.
- Student or teacher created rubrics for each project.
- Building a portfolio throughout the course; contains experiments and independent projects.
- Complete study guides for Assessment on "Personality" & "Health & Psychological Disorders".
- Use Commonlit.org to reinforce standardized tests strategies.
- In small groups, prepare a debate about the 4 theories of motivation. Present your debate to the class.
- With a parter or in a small group, write a skit that shows someone using one of the defense mechanisms discussed in class. Act out your skit for the class and have the other students in the class guess which defense mechanism is presented in the skit.
- Pick 3 professions that interest you and read about them. On the basis of your reading, devise a 15-question interest inventory to predict which of the three professions would most likely interest the test taker. Give the test to a few students in the class. Review the results and prepare a report on your findings.
- With several students, create and conduct a survey to assess currently held gender stereotypes in your community. Develop a questionnaire in regards to what people think in terms of gender roles and the behaviors that they think are appropriate. Give the questionnaire to specific groups of people. Analyze the survey findings and prepare an oral report to present to the class.
- In small groups, create a social readjustment rating scale for teens based on *The Social Readjustment Rating Scale* created by Holmes and Rahe. Compare and contrast the rating scales through class discussion.
- Research a psychological disorder not discussed in this course. Using the teacher created rubric and the DSM-V classification of the disorder, write an analysis paper that includes a description of symptoms, commonality of the disorder, and an overview of theories that have been proposed to explain the disorder.
- Read about the different types of humanistic therapies and write a summary of their similarities and differences.
- Film Options: "Mulan"- Gender Roles, "Inside Out" – emotions, the brain and the way our brains effect emotions and memory, "Reign Over Me" – Post Traumatic Stress Disorder
- Documentary Options: “The Mask We Live In” (Male gender roles) “Miss Represented” (Female gender roles)

## Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Personality, Mental Health, & Adjustment-summative assessment
- Similation for "Stress & Coping Methods"
- Quick Lab/Experiment on "Writing a Personality Quiz"-alternate assessment
- Think, pair, share-formative assessment
- Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

*HMH Psychology Text Set: Ebook and Textbook*

- *Student Edition*
- *Teacher Edition*
- *Ebook with interactive component*
- *Readings, Case Studies, Vocabulary, Chapter Breakdown*
- *Full Access to Channel One for current events*

## Ancillary Resources

- *Psychology Principles in Practice* Power Point Presentations
- *Psychology* Student Edition by Educational Impressions
- *Psychology* Teacher Supplement by Educational Impressions
- *Famous Psychology Experiments* (Social Studies School Service)
- *Great Thinkers in Psychology* (Social Studies School Service)

## Technology Infusion

- HMH online/Youtube videos: "Risk Taking"; "Anger Management"; "Personality Types"; "Gender Stereotypes"; "Anxiety Disorders"
- HMH online Guided Reading Activity on Personality

- Use of Google Classroom/Slides for Presentation on Psychological Disorders




Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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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.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.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.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. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

## 21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Civic Literacy
- Health LIteracy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Small group instruction for guided notes on "Personality"
- Small group assignment for "Making a Facial Expressions Collage"
- Study guide for "Personality, Mental Health, & Adjustment" Assessment.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation

- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes (For example, notes on: Motivation & Emotion; Theories of Personality; Psychological Tests; Gender Roles; Stress; Psychological Disorders)
- Decrease the number of items for the creation (writing) of the Personality Test
- Modify the similation for Stress and Coping Methods

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Provide a copy of teacher's notes (For example, notes on: Motivation & Emotion; Theories of Personality; Psychological Tests; Gender Roles; Stress; Psychological Disorders)
- Decrease the number of items for the creation (writing) of the Personality Test

- Modify the similation for Stress and Coping Methods

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Allow the use of notecards on the Unit Test on Personality, Health, & Adjustment
- Decrease the number of items for the creation (writing) of the Personality Test
- Modify the similation for Stress and Coping Methods

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on understanding psychological disorders.
- Use research to debate how external forces influence your personality
- Used advanced problem solving skills to complete a "quick lab" on gender division in the home.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

See sample in Unit 1.