# Unit 2: Human Development, Learning, & Cognition

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Human Behavior/Psychology: Grades 11-12

# Unit 2: Human Development, Learning, & Cognition

**Belleville Board of Education**

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## Unit Overview

In this unit, students will trace the path of human development from infancy through childhood, adolescence, and adulthood. Students will then explore the learning and thinking processes of the human mind, including the role of memory, language, and intelligence during the developmental stages.

Students will learn the following:

- The brain and a brief overview of it's parts and functions
- Brain damage and the effects it has on human behavior
- The physical and social developments that occur during infancy and childhood
- The major theories of infant and child development
- The physical and psychological changes that occur during adolescence
- Social development and identity formation during adolescence
- The challenges facing adolescents in modern society
- The physical changes, emotional concerns, and development tasks that accompany each stage of adult development
- The ways behavior can be conditioned
- The factors involved in learning
- The components of human memory
- Problem solving, decision-making, and reasoning processes
- The role played by language in human thought

- The theories and measurement of intelligence
- The validity of such intelligence tests
- The factors that influence intelligence

## Enduring Understanding

- The Brain is the most complex organ in the Human Body, each piece having a distinct function
- Brain damage effects human behavior in various different ways
- Psychologists study the physical, social, and cognitive development that takes place during infancy and childhood.
- Adolescence is a time of change that presents many challenges for young people.
- Human aging progresses through stages that are characterized by various tasks.
- Psychologists have conducted a number of studies into the ways people learn
- The ability to store information in memory and retrieve it when needed depends upon a variety of factors.
- Thinking and language are closely related.
- Psychologists study the variations in human intelligence as well as the factors that influence those differences.

## Essential Questions

- How does brain damage alter ones behavior?
- What is the purpose of developmental psychology?
- How do humans develop in the womb and in infancy?
- What factors influence the social development of infants and children?
- How do people's thought processes change and evolve over time?
- What physical changes occur during adolescence, and what are their psychological effects?
- What role do parents and peers play in the lives of adolescents?
- How do young people form their identities during adolescence?
- What challenges do adolescents face in today's society?
- How is young adult categorized?
- What changes occur during middle adulthood?
- How does aging during late adulthood affect ones's life?
- What are important aspects of death and dying?
- How does classical conditioning work?
- When does operant conditioning occur?
- What part do cognitive factors play in learning?
- What is memory?
- How are memories encoded, stored, and retrieved?
- How do the stages of memory interact to determine whether information is remembered or forgotten?
- What are some of the reasons people forget?
- What can be done to minimize forgetting?
- What are the basic elements and kinds of thinking?
- What steps can be used to solve problems?
- How does reasoning affect the decision-making process?

- What are the basic elements of language?
- What do psychologists believe about intelligence?
- How do psychologists measure intelligence?
- What are the different levels of intelligence?
- What are the factors that influence intelligence?

## Exit Skills

By the end of Unit 2, 11th and 12th grade Human behavior students should be able to:

- Identify the main parts and functions of the brain
- Identify the main ideas and details of the stages of development.
- Define and use content/academic vocabulary related to the stages of development.
- Use a journal to trace a famous person's plight through the different stages of development.
- Analyze primary and secondary sources related to infancy, childhood, adolescence, and/or adulthood.
- Analyze case studies and other readings related to infancy, childhood, adolescence, and/or adulthood.
- Analyze famous experiments related to the stages of development.
- Identify the main ideas and details of learning, memory, thinking and language, and intelligence.
- Define and use content/academic vocabulary related to learning, memory, thinking and language, and intelligence.
- Create and conduct an experiment involving memory.
- Defend one type of intelligence test through research and utilizing test results.
- Analyze primary and secondary sources related to learning, memory, thinking and language, and intelligence orally and in written form.
- Analyze case studies and other readings related to learning, memory, thinking and language, and intelligence through class discussion and writing.
- Analyze famous learning experiments related to memory, thinking and language, and intelligence through class discussions and writing.

## 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 |

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

## Interdisciplinary Connections

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| 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 |

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| | 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. |

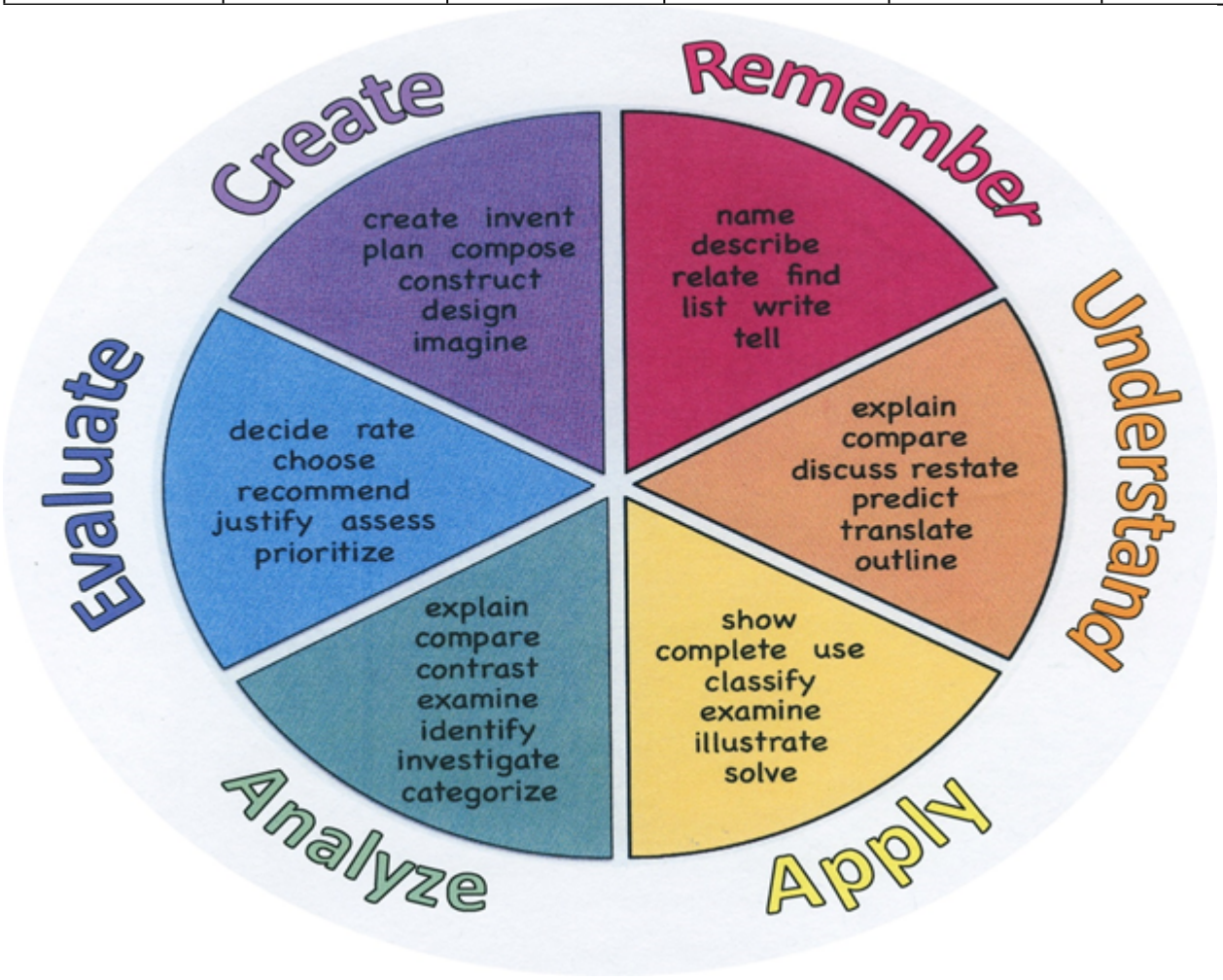
## Learning Objectives

- Explain the main functions of the brain
- Explain how the parts of the brain and brain damage can effect human behavior
- Explain the major theories of development.
- Describe the physical development that occurs during infancy.
- Describe the social developments of infants and children.
- Identify the stages in Piaget's theory of cognitive development and in Kohlberg's theory of moral development.
- Identify the physical changes that occur in males and females during adolescence, and examine the physical effects of these changes.
- Describe the role that parents and peers generally play in the lives of adolescents through role playing.
- Define *identity formation*, and describe the four categories of adolescent identity status.
- Describe some of the important challenges that adolescents face in today's society and support these challenges by providing specific example form everyday life.
- List the characteristics and issues of young adulthood by creating a chart.
- Describe the changes that occur and issues that are faced in middle adulthood.
- Analyze the changes that occur and the concerns of people in late adulthood.
- Explain the attitudes and issues related to death and dying.
- Explain the principles of classical conditioning, and describe some of it's applications.
- Create an experiment to demonstrate the principles of operant conditioning.
- Discuss cognitive factors in learning, including latent learning and observational learning.
- Compare and contrast the tree kinds of memory, and give an example of each one.
- Explain the process of memory.
- Identify the three stages of memory, and explain how they are related to each other.
- Describe the various kind of forgetting, and suggest ways to improve your memory.
- Explain the role that symbols, concepts, and prototypes play as units of thoughts.
- Identify obstacles that people encounter in problem solving.
- Create a problem to demonstrate one type of method that people use to solve problems.
- Differentiate between deductive reasoning and inductive reasoning.
- Analyze the strategies used in decision making.
- Identify the basic elements of language, and summarize the stages of language development.
- Define intelligence by creating a diagram.
- Explain the various theories of intelligence.
- Identify various types of intelligence tests, and describe their uses.
- Explain the relationship between giftedness and creativity by creating a graphic organizer.
- Explain how heredity and the environment influence intelligent through a class discussion.

**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 2 (For example: "The Little Albert Experiment"; "Witness for the Defense") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 2 (For example: "Building the Human Brain" Lab; "Do You Remember Your Dreams" Quick Lab) and analyze the results using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 2.
- 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 "Sensation & Perception", "Learning & Cognition", & "Developmental Psychology"
- Use Commonlit.org to reinforce standardized tests strategies.
- In small groups, construct an imaginary situation in which a moral judgement must be made. Write out the scenario that the group created. Read the scenario to a young child, adolescent, and adult and record their responses. Compare their responses to Kohlberg's levels and stages of moral development.
- Read the short story version of Flowers for Algernon that features an adolescent as it's main character. As you read, connect the character to information learned in class about adolescent development and the challenges of adolescence. Write a profile of the character exploring these issues.
- Working with a partner, create a chart that summarizes the physical, mental, and social issues of young adulthood, middle adulthood, and late adulthood.
- Create a chart that demonstrates example the the 3 types of learning: classical, operant, and cognitive.
- Interview a parents or other family member regarding where they were and what they were doing when 9/11 occurred. Based on their initial response, create 10 questions for the interview and record their responses. Questions/responses can be submitted as a script, audio, or video.
- Play a popular board game with several classmates. Pair up with 1 person in the group to develop a strategy for playing the game. After discussing the factors involved in playing/winning, give examples of the problem-solving techniques used.
- Identify a local program that seeks to promote children's intellectual development. Observe the program and write a summary explaining your observations.
- In small groups, construct an imaginary situation in which a moral judgement must be made. Write out the scenario that the group created. Read the scenario to a young child, adolescent, and adult and record their responses. Compare their responses to Kohlberg's levels and stages of moral development.
- Read the short story *Flowers for Algernon* by Daniel Keyes. Identify one of several controversial strategies and techniques related to intelligence, science or psychology that is present in the novel. Take a position on that topic and write a persuasive essay.
- Movie Options: "Concussion"- Brain parts, brain functions, brain damage effects. "Regarding Henry"- Brain Function, effects of Brain Damage, Therapy (physical, art, talk). "Brain on Fire"-Effects of Encephalititis, manifestation of various psychological disorders.

## Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Human Development, Learning, & Cognition-summative assessment
- Multimedia Poster for "Building the Human Brain"-benchmark assessment
- Quick Lab/Experiment on Memory-alternate assessment
- Think, pair, share-formative 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)

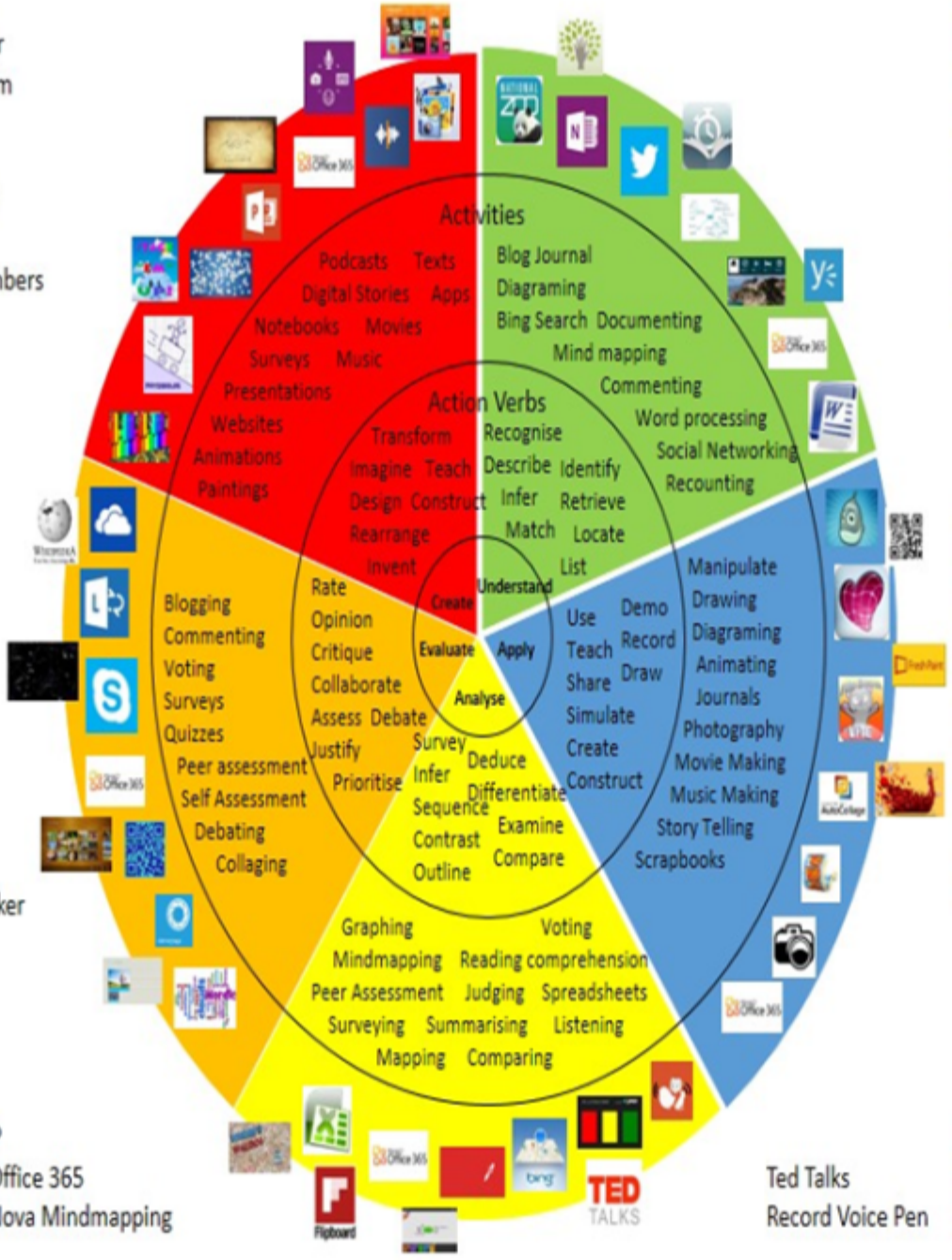
## Technology Infusion

- HMH online/Youtube videos: "The Fight or Flight Response"; "Concnetration & Perception"; "Dreams"; "Rewards & Behaviors"; "Understanding Memory"
- HMH online Guided Reading Activity on Consciousness
- Use of Google Classroom/Slides for Presentation on Sensation & Perception

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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.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.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.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |

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| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| 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. |
| 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. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |

## 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 "Human Development"
- Small group assignment for "Explaining Classical Conditioning"
- Study guide for "Human Development, Learning, & Cognition" 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: The Brain; Sensation & Perception; Conscienceness; Learning; Memory; Thinking & Language; Intelligence; Human Development)
- Decrease the number of items for the mobile of the brain
- Modify the similation for Peer Pressure

- 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: The Brain; Sensation & Perception; Conscienceness; Learning; Memory; Thinking & Language; Intelligence; Human Development)
- Decrease the number of items for the mobile of the brain

- Modify the similation for Peer Pressure

- 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 Human Development, Learning, & Cognition
- Decrease the number of items for the mobile of the brain
- Modify the similation for Peer Pressure

- 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 the brain.
- Use research to debate multicultural perspectives on consciousness.
- Used advanced problem solving skills to create a classical conditioning experiment.

- 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.