Unit 1: Scientific Foundations of Psychology

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Course(s): **AP Psychology**
Time Period: **September**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Scientific Foundations of Psychology

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Mrs. Michele O'Brien

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8

Mr. George Droste, Director of Secondary Education

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Unit Overview

In this unit, students will examine the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted.

Students will learn the following:

- The history of Psychology
- Psychological theories and perspectives
- Research Methods in Psychology
- The experimental Method
- Selecting a research method
- Statistical analysis in Psychology
- Ethical guidelines in Psychology

Enduring Understanding

- Psychology is the scientific study of behavior and mental processes.
- This unit examines the history of psychology and psychological theories, contemporary perspectives on psychology, and how psychological research is conducted.
- As scientists, psychologists collect data and make observations about the ways in which humans and animals behave and think in order to understand behavior and mental processes.
- Psychologists use a variety of research methods and designs to conduct their research. These tools help them develop psychological theories about behavior and mental processes.
- To ensure that their results are valid and reliable, psychologist's research must adhere to strict ethical and procedural guidelines.
- Historical research is the foundation of the field of psychology and has become the basis for the many subfields within psychology that exist today.

Essential Questions

- How does the methodology of the research affect the outcome of a study?
- How do ethical guidelines impact psychological research?

Exit Skills

By the end of Unit 1, the student should be able to:

- Identify, survey, and apply the major theories and perspectives that exist in the field of psychology.
- Produce reliable and valid results and avoid bias while conducting research in the major fields of psychology.
- Analyze research methods and designs to learn how to avoid ethical misconduct and design flaws.
- Differentiate between research designs, identify the advantages and disadvantages of each, and determine why one research method should be used over another.
- Identify which research methods and modes of questioning are appropriate for different fields of psychology as well as how to use and apply appropriate descriptive statistics when presenting their data.
- Define and/or apply the concepts outlined in the ethical guidelines in psychology.
- Apply psychology theories and perspectives in authentic contexts related to the field of psychology.
- Analyze and interpret quantitative data related to statistical analysis in psychology.
- Analyze psychological research studies related to research methods and the experimental method

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1	Scientific Foundations of Psychology
SOC.9-12.1	Concept Understanding
SOC.9-12.1.1	Introducing Psychology
SOC.9-12.1.A	Define and/or apply concepts.
SOC.9-12.1.A	Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
SOC.9-12.1.B	Identify the research contributions of major historical figures in psychology.
SOC.9-12.1.C	Apply theories and perspectives in authentic contexts.
SOC.9-12.2	Data Analysis
SOC.9-12.3	Scientific Investigation
SOC.9-12.1.C	Describe and compare different theoretical approaches in explaining behavior.
SOC.9-12.1.D	Recognize the strengths and limitations of applying theories to explain behavior.
SOC.9-12.1.E	Distinguish the different domains of psychology.
SOC.9-12.1.2	Research Methods in Psychology
SOC.9-12.1.F	Differentiate types of research with regard to purpose, strengths, and weaknesses.
SOC.9-12.1.G	Discuss the value of reliance on operational definitions and measurement in behavioral research.
SOC.9-12.1.3	Defining Psychological Science: The Experimental Method
SOC.9-12.1.H	Identify independent, dependent, confounding, and control variables in experimental designs.
SOC.9-12.1.I	Describe how research design drives the reasonable conclusions that can be drawn.
SOC.9-12.1.J	Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
SOC.9-12.1.4	Selecting a Research Method
SOC.9-12.1.K	Predict the validity of behavioral explanations based on the quality of research design.
SOC.9-12.1.5	Statistical Analysis in Psychology
SOC.9-12.1.L	Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
SOC.9-12.1.M	Distinguish the purposes of descriptive statistics and inferential statistics.
SOC.9-12.1.6	Ethical Guidelines in Psychology
SOC.9-12.1.N	Identify how ethical issues inform and constrain research practices.
SOC.9-12.1.O	Describe how ethical and legal guidelines protect research participants and promote sound ethical practice.

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.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
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

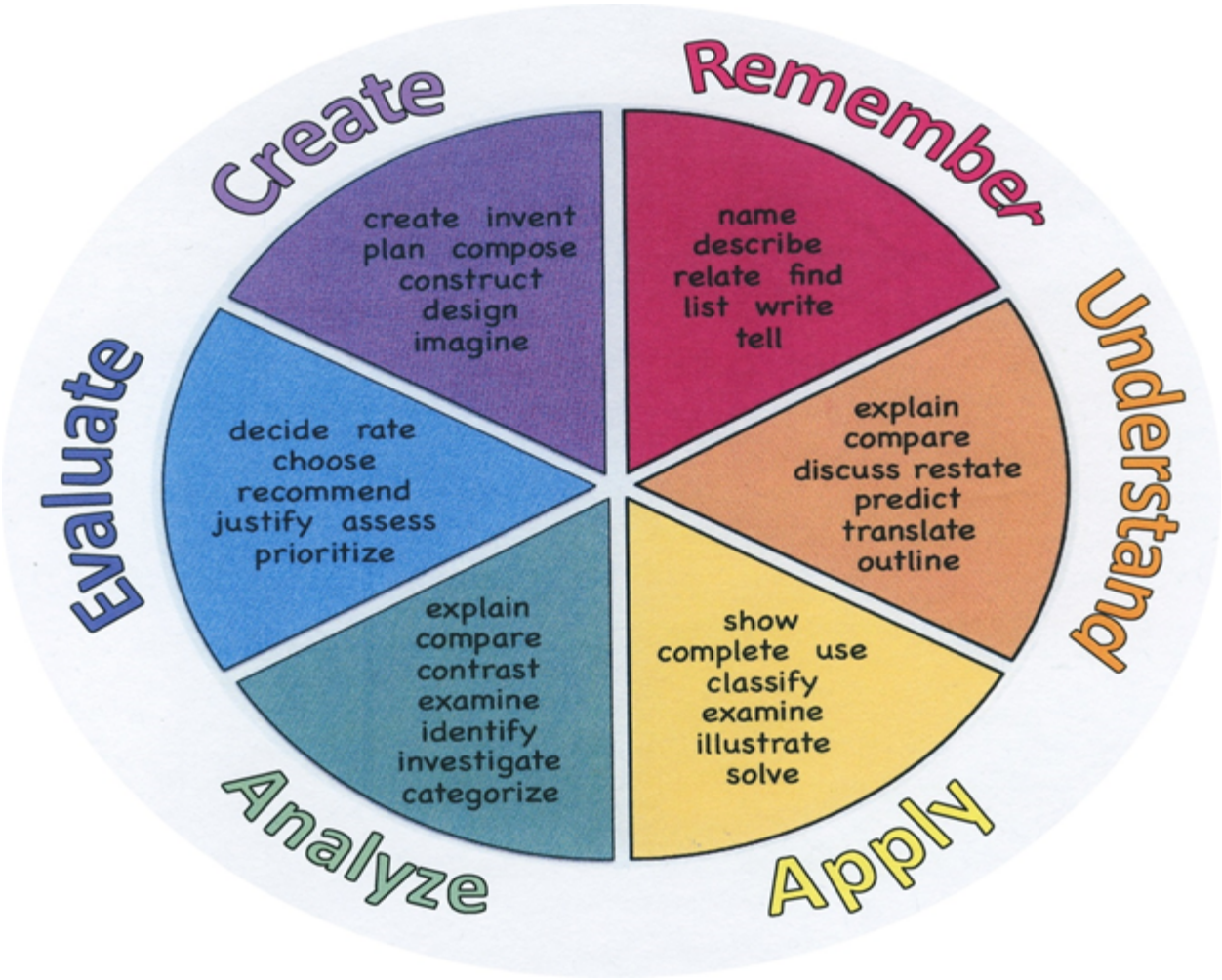
- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- Identify the research contributions of major historical figures in psychology (Examples: Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B.F. Skinner, Margaret Floy Washburn, John B. Watson, and Wilhelm Wundt).
- Describe and compare different theoretical approaches in explaining behavior (Examples: Structuralism, Functionalism, Early Behaviorism, Gestalt, Psychoanalytic/psychodynamic, Humanistic, Evolutionary approach, Biological approach, Cognitive approach, Biopsychosocial approaches, Sociocultural).
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology (Examples: Biological domain, Clinical domain, Cognitive domain, Counseling domain, Developmental domain, Educational domain, Experimental domain, Industrial–organizational domain, Personality domain, Psychometric domain, Social domain, Positive domain).
- Differentiate types of research with regard to purpose, strengths, and weaknesses (Examples of Research methods: experiments, correlational studies, survey research, naturalistic observations, case studies, longitudinal studies, cross-

sectional studies).

- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Describe how research design drives the reasonable conclusions that can be drawn, such as determining cause and effect, the use of experimental controls, random assignment, and correlational research.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design, such as confounding variables limit confidence in research conclusions.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics, including measures of central tendency, variation (range, standard deviation), correlation coefficient, and frequency distribution (normal, bimodal, positive skew, negative skew).
- Distinguish the purposes of descriptive statistics and inferential statistics.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines protect research participants and promote sound ethical practice, including those provided by the American Psychological Association, Federal Regulations, Local Institutional Review Board (IRB), and Institutional Animal Care and Use Committee (IACUC).

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

- Quickwrite: For example, facilitate the “Slippery Snakes” activity, which can be found online. Give all students ratings sheets with instructions at the top. There should be two different sheets with different instructions. Give half of the students the sheet with one set of instructions and the other half the sheet with the other instructions; students must be unaware that there are different instructions. Then read a series of 20 sentences while the students process the information according to the instructions they are given. Students then mark their rating sheets, which are scored at the end of the activity. This provides an introduction to the difference between the levels of processing.
- Misconception Check: For example, give students a research problem and have them design a controlled experiment to answer the question. Students should include the hypothesis, methods, and data collection method. They should identify how they will analyze the results of the study.
- One-Minute Essay: For example, give students a data table or graph from a research study. Ask them to identify specific data points and then describe the data. They should then describe patterns and trends in the data. The students can calculate the mean and identify the median and mode. Students should then describe a psychological principle, process, concept, theory, or perspective illustrated by the data.
- Read case studies and psychological experiments related to Unit 1 (For example: "The Directory of APA"; "King Solomon's Ring") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 1 (For example: "Can you change behavior?" Quick Lab; "The Hypothetical Snack

Bar" Experiment) and analyze the results using a rubric (student or teacher created).

- Analyze cartoons based on human behavior/psychology topics discussed in Unit 1 using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 1.
- 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 "Scientific Foundations of Psychology".
- Write a 3 minute script for a consumer tip line on the services that different types of psychologists provide. Create an audio or video for your script and present it to the class.
- Working in small groups, design and conduct a survey that will gather information about a topic of your choice. Analyze the results as a group and write a summary of the results. Students will use a rubric that they created for this activity.
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 1 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Scientific Foundation of Psychology-summative assessement
- Survey on Public Perceptions of Psychology
- Quick Lab/Experiment on the Survey Method-alternate assessment
- Think, pair, share-formative assessment
- Create a Multimedia poster-benchmark assessment
- Personal Progress Check 1-self-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

Pearson Psychology AP Edition (Fourth Edition) by Saundra K. Ciccarelli & J. Noland White:

- *Student Edition Textbook*
- *Teacher Edition & Resources (online)*
- *Ebook with interactive component (MyPsychLab)*

Ancillary Resources

- *HMH Psychology Text Set: Ebook and Textbook* (Readings: Case Study, Current Research in Psychology, Cultural Diversity in Psychology, Psychology in Today's World, Careers in Psychology; Statistically Speaking; Lab Experiments: Quick Labs, Labs, Experiments, Simulations)
- *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)

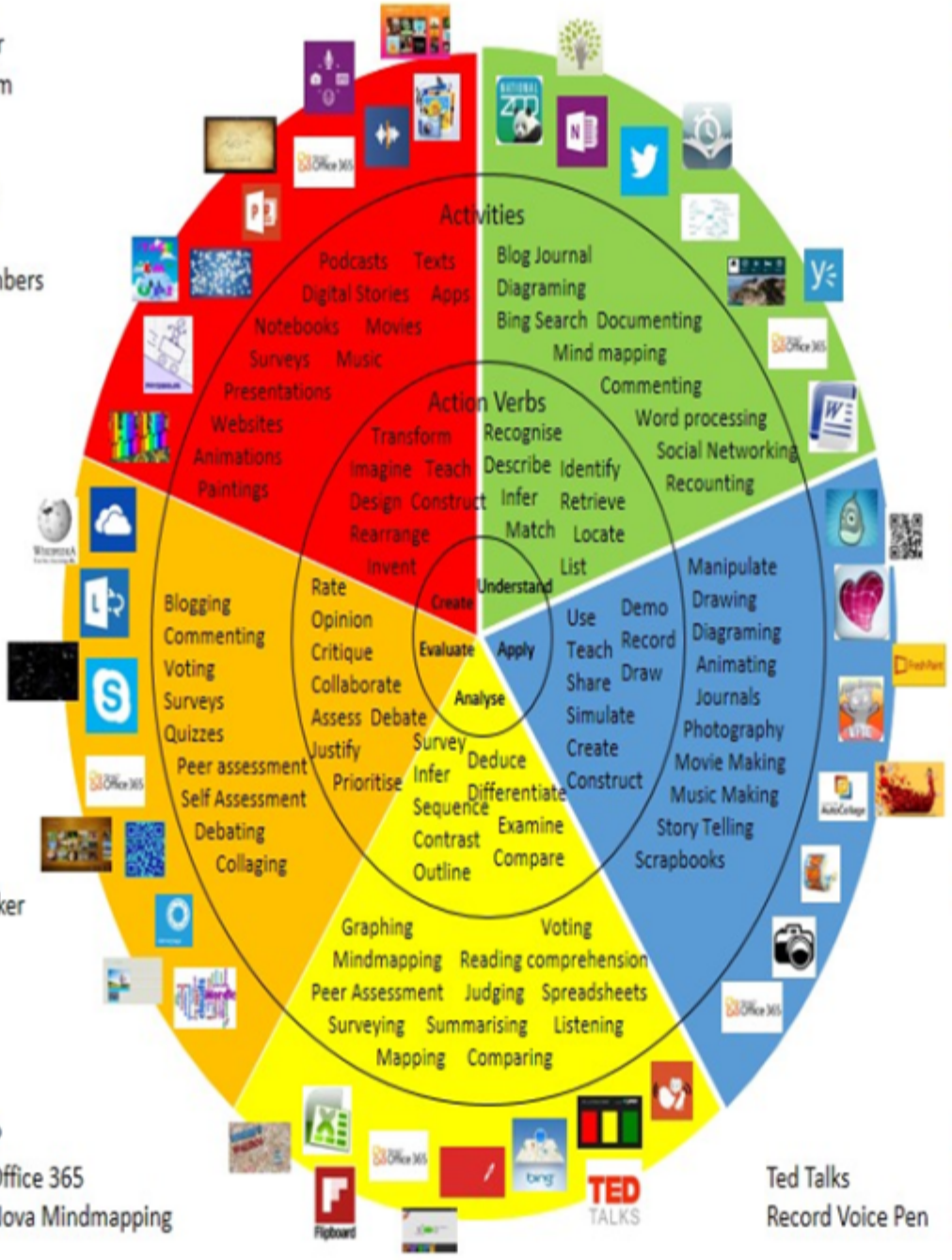
Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Understanding Psychology"; "Ethical Research with Animals"; "The Big Picture: Scientific Research Methods"
- *MyPsychLab* Simulation "Participating in a Research Survey"
- Use of Google Classroom/Slides for Presentation on Unit 1

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

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.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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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.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.

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
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- 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

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

- Health Literacy

Differentiation

- Preview vocabulary for the textbook section "What is Psychology".
- Small group instruction for guided notes on "Scientific Foundations of Psychology".
- Small group assignment for "The Directory of APA" case study reading.
- Study guides for "Scientific Foundations of Psychology" Assessments.
- Project-based learning for conducting a survey.

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 Unit 1.
- Decrease the number of slides for Unit 1 student presentation.
- Modify Experiments/Labs for Unit 1.
- Provide modifications as dictated in the student's IEP/504 plan.

- 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 Unit 1.
- Decrease the number of slides for Unit 1 student presentation.
- Modify Experiments/Labs for Unit 1.

- 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 "Scientific Foundations of Psychology".
- Decrease the number of slides for the Unit 1 student presentation.
- Modify Labs/Experiments for Unit 1.

- 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 Unit 1 topics.
- Use research to debate the issue of using animals in psychology experiments.
- Used advanced problem solving skills to complete a "quick lab" on using surveys and questionnaires.

- 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

Unit Name: Scientific Foundations of Psychology

NJSLS: SOC.9-12.1.A. OC.9-12.1.B, SOC.9-12.1.C, SOC.9-12.1.D, SOC.9-12.1.E

Interdisciplinary Connection: LA.WHST.11-12.7

Statement of Objective: SWDAT identify, survey, and apply the major theories and perspectives that exist in the field of psychology.

Anticipatory Set/Do Now: Choose a partner in class to work with. With your partner, choose one major theory of psychology or one psychological perspective that you have examined either from reading or from class discussion.

Learning Activity: In pairs, students will conduct research and create a multimedia presentation on their theory or perspective. They will include the characteristics, founding psychologists/current psychologists, and the goals of that particular theory or perspective in psychology. .

Student Assessment/CFU's: Conducting research; rubric; guided questions

Materials: Rubric, textbook, chromebook, guided questions; supplemental reading

21st Century Themes and Skills: Communication & Collaboration; Critical Thinking and Problem Solving

Differentiation/Modifications: Small group instruction for guided notes on careers in psychology (fields of psychology)

Integration of Technology: Google Classroom, Pearson Psychology (AP Edition) Textbook/MyPsych/Lab, HMH Online Textbook Series, Smart TV