Unit 8: Clinical Psychology Copied from: AP Psychology, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Clinical Psychology

Belleville Board of Education

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Board Approved:

Unit Overview

In this unit, students will evaluate many of the psychological concepts, theories, and perspectives learned about in earlier units through the lens of psychological disorders and their treatments.

Students will learn the following:

- An Introduction to Psychological Disorders
- Psychological Perspectives and Etiology of Disorders
- Neurodevelopmental and Schizophrenic Spectrum Disorders
- Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
- Trauma and Stressor Related, Dissociative, and Somatic Symptom and Related Disorders
- Feeding and Eating, Substance and Addictive, and Personality Disorders
- An Introduction to Treatment of Psychological Disorders
- Psychological Perspectives and Treatment of Disorders
- Treatment of Disorders from the Biological Perspective
- Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders

Enduring Understanding

- Psychologists who study psychological disorders, along with practitioners who treat disorders, often utilize a particular theoretical perspective.
- Each psychological perspective attempts to explain the origin of a disorder and/or determine the best method for treatment.
- Psychological explanations and treatments build on the history, theories, and perspectives introduced in the first two units as well as on cognitive psychology in particular.
- Through observing behavior and engaging in discussion that illuminates a client's thought process, psychologists gather information and draw conclusions.
- For some psychologists, a single perspective cannot fully explain a disorder, and this leads them to more integrated perspectives to understand and treat psychological disorders.

Essential Questions

- Why is psychological perspective necessary in the treatment of disorders?
- How are psychological disorders treated?

Exit Skills

By the end of Unit 8, the student should be able to:

- Evaluate biological, psychological, and sociocultural theories in relation to abnormality.
- Analyze some of the more common disorders and their treatment while being introduced to a survey of psychological disorders.
- Conduct valid research, identify ethical flaws, and use appropriate data and data collection processes.
- Define and/or apply concepts related to various psychological disorders and the treatment of psychological disorders.
- Explain behavior in authentic context in relation to Neurodevelopmental and Schizophrenic Spectrum Disorders, Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders, Trauma and Stressor Related, Dissociative, and Somatic Symptom and Related Disorders, Feeding and Eating, Substance and Addictive, and Personality Disorders.
- Apply theories and perspectives in authentic contexts related to psychological perspectives and etiology of disorders and psychological perspectives and treatment of disorders.
- Analyze psychological research studies related to the treatment of disorders from the Biological Perspective and by evaluating strengths, weaknesses, and empirical support for treatments of disorders.

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1	Concept Understanding
SOC.9-12.1.A	Define and/or apply concepts.
SOC.9-12.1.B	Explain behavior in authentic context.
SOC.9-12.1.C	Apply theories and perspectives in authentic contexts.
SOC.9-12.3	Scientific Investigation
SOC.9-12.8	Clinical Psychology
SOC.9-12.8.1	Introduction to Psychological Disorders
SOC.9-12.8.A	Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
SOC.9-12.8.B	Describe contemporary and historical conceptions of what constitutes psychological disorders.
SOC.9-12.8.C	Discuss the intersection between psychology and the legal system.
SOC.9-12.8.2	Psychological Perspectives and Etiology of Disorders
SOC.9-12.8.D	Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
SOC.9-12.8.E	Identify the positive and negative consequences of diagnostic labels.
SOC.9-12.8.3	Neurodevelopmental and Schizophrenic Spectrum Disorders
SOC.9-12.8.F	Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.
SOC.9-12.8.4	Bipolar, Depressive, Anxiety, and Obsessive-Compulsive and Related Disorders
SOC.9-12.8.G	Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
SOC.9-12.8.5	Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders
SOC.9-12.8.H	Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.
SOC.9-12.8.6	Feeding and Eating, Substance and Addictive, and Personality Disorders
SOC.9-12.8.I	Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
SOC.9-12.8.7	Introduction to Treatment of Psychological Disorders
SOC.9-12.8.J	Describe the central characteristics of psychotherapeutic intervention.
SOC.9-12.8.K	Identify the contributions of major figures in psychological treatment.
SOC.9-12.8.8	Psychological Perspectives and Treatment of Disorders
SOC.9-12.8.L	Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.
SOC.9-12.8.M	Summarize effectiveness of specific treatments used to address specific problems.

SOC.9-12.8.N	Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
SOC.9-12.8.O	Describe prevention strategies that build resilience and promote competence.
SOC.9-12.8.9	Treatment of Disorders from the Biological Perspective
SOC.9-12.8.P	Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
SOC.9-12.8.10	Evaluating Strengths, Weaknesses, and Empirical Support for Treatments of Disorders
SOC.9-12.8.Q	Compare and contrast different treatment methods.

Interdisciplinary Connections

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.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.11-12.1.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.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

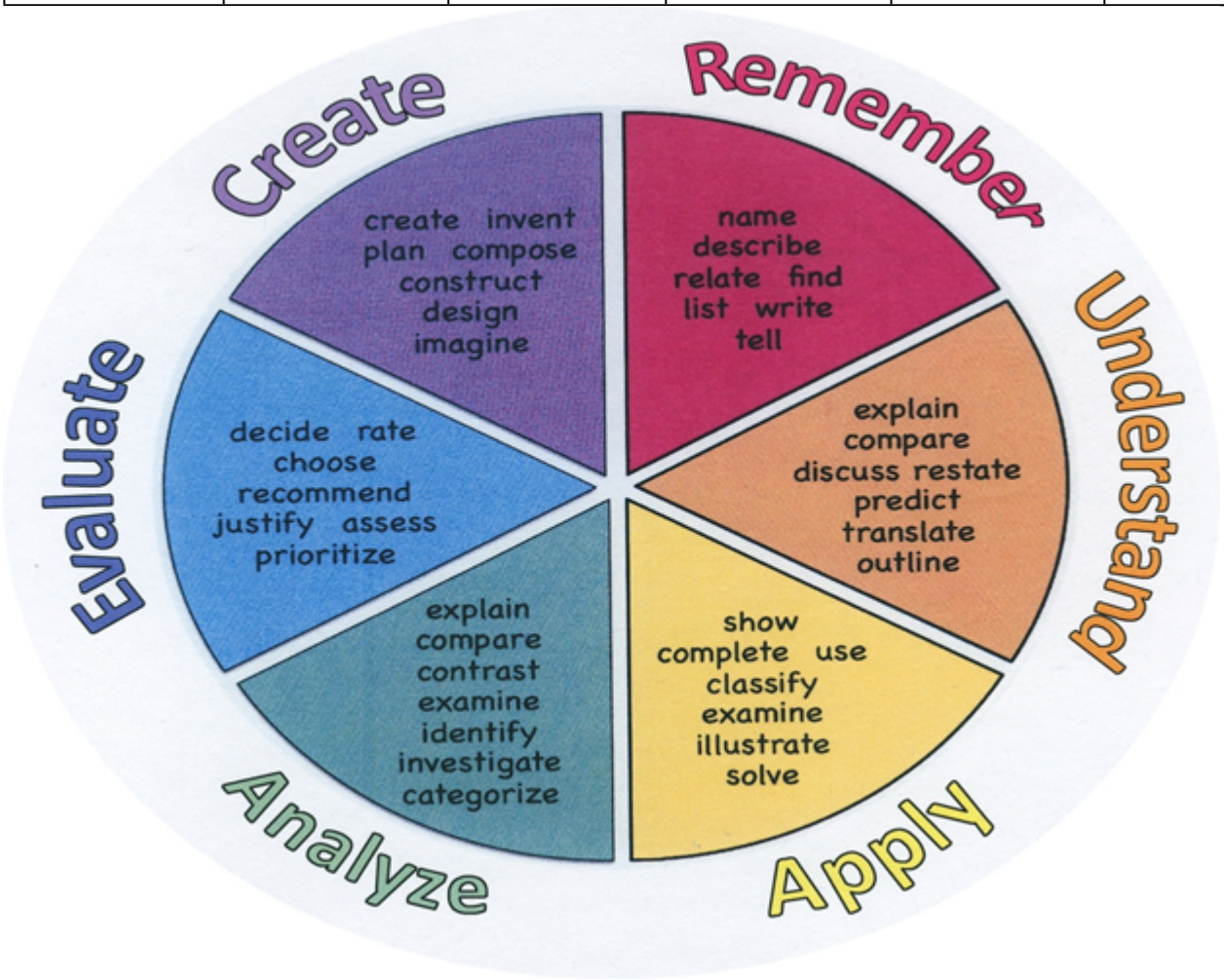
Learning Objectives

- Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Discuss the intersection between psychology and the legal system, including confidentiality and the insanity defense.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
- Identify the positive and negative consequences of diagnostic labels, inclduing the Rosenhan Study.
- Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.
- Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
- Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressorrelated disorders and their corresponding symptoms.
- Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
- Describe the central characteristics of psychotherapeutic intervention.
- Identify the contributions of major figures in psychological treatment (Examples: Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).
- Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning. Examples: behavioral, cognitive, humanistic, psychodynamic, cognitive-behavioral, sociocultural
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
- Compare and contrast different treatment methods (Examples: Individual, Group, Rational-emotive method, Psychoanalytic/psychodynamic method, Client-centered method, Cognitive method, Behavioral method, Sociocultural method, Biopsychosocial method, Cognitive-behavioral method).

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

- Jigsaw: For example, for each mental illness studied in class, students should explain the illness using different perspectives. Divide students into groups to study a particular illness from all perspectives. Then have students switch groups to discuss all illnesses and share the different perspectives for each. Alternately, divide students into groups to study one perspective for each disease and then rearrange the groups so that all perspectives are represented in each group. Have students share with each other their assigned perspective for each illness.
- Construct an Argument: For example, use scenarios to allow students to discriminate between therapeutic approaches: psychoanalysis, behavior therapy, humanistic therapy, and cognitive therapy.
- Debate: For example, have students debate the criticisms, strengths and weaknesses, and effectiveness of therapies for mental illness.
- Read case studies and psychological experiments related to Unit 8 (For example: "Not Guilty By Reason of Insanity"; "The Quiet Therapies") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 8 (For example: "Diagnosing Psychological Disorders" Lab; "Does Public Speaking Make You Nervous" Quick Lab, "Identifying Methods of Therapy) and analyze the results using a rubric (student or teacher created).
- Analyze cartoons based on human behavior/psychology topics discussed in Unit 8 using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 8.
- 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 "Clinical Psychology".
- Use Commonlit.org to reinforce standardized tests strategies.
- 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: "Reign Over Me" – Post Traumatic Stress Disorder
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 8 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Clinical Psychology-summative assessement

- Lab on Diagnosing Psychological Disorders-alternate assessment
- Jigsaw on Mental Illness-formative assessment
- Personal Progress Check 8-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)

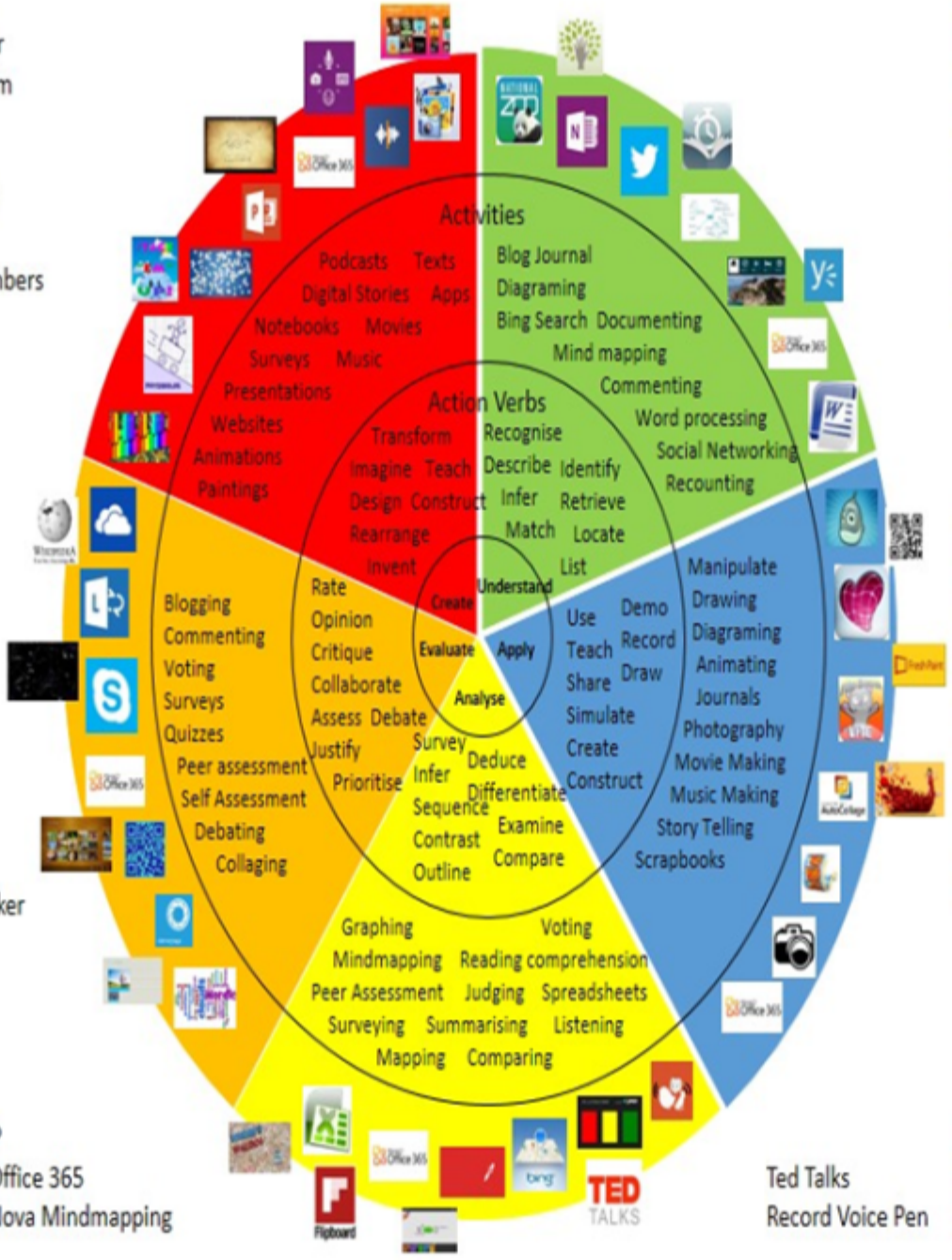
Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Understanding Stress"; "The Basics: Therapies in Action: Humanistic Therapy"
- *MyPsychLab* Simulation "How Do You Take Care of Your Mental Health?"
- Use of Google Classroom/Slides for Presentation on Unit 8

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.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.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments 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
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- 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

- Preview vocabulary for the textbook sections "What is Abnormality" and "Treatment of Psychological Disorders: Past to Present .
- Small group instruction for guided notes on "Clinical Psychology".
- Small group assignment for "Not Guilty By Reason of Insanity" case study.
- Study guides for "Clinical Psychology" Assessments.
- Project-based learning for "Identifying the Methods of Therpy" Similation.

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 8.
- Decrease the number of slides for Unit 8 student presentation.
- Modify Experiments/Labs for Unit 8.
- 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 8.
- Decrease the number of slides for Unit 8 student presentation.
- Modify Experiments/Labs for Unit 8.

- 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 "Clinical Psychology".
- Decrease the number of slides for the Unit 8 student presentation.
- Modify Labs/Experiments for Unit 8.

- 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 8 topics.
- Use research to debate the criticisms, strengths and weaknesses, and effectiveness of therapies for mental illness.
- Used advanced problem solving skills to complete a "quick lab" titled "Does Public Speaking Make You Nervous?".

- 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