

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

**Social Studies**

**COURSE TITLE**

**Introduction to Psychology**

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**Curriculum Writing Committee**  
**Angel Dolina**

**Supervisors**  
Amanda Carpena

**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

### **Course Philosophy**

This class delivers an introduction about basic human mental processes and behaviors. Understanding the theories provides a broad view point that outlines common human actions. The concepts of cognition will reveal how students can connect to everyday factors of life such as sleep, memory, and the pursuit of happiness. Many of the topics will relate back to brain development that reflect maturation occurring throughout the teenage years.

### **Course Description**

Psychology is the scientific study of human behavior and mental processes. By first examining the nature or nurture, students will identify the lobes of the brain and functions. As the course progresses, the study of mental processes will focus on learning disorders, memory, and sleep. Students will also be introduced to abnormal and positive psychology in order to understand how fields of psychology can focus on the dual aspects of mental health. This elective course introduces students to the terminology and application of the discipline.

## Integration of 21st Century Themes and Skills

### Educational Technology

#### Standards: (8.1.12.A.1 & 8.1.12.D.1)

Please review the standards from this link (<http://www.state.nj.us/education/cccs/2014/tech/81.pdf>) and include relevant ones (with an example) in this box. See the model below:

- **Technology Operations and Concepts:** Understand and use technology systems. 8.1.12.A.1. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Example:** Students can electronically submit a final exam project reflecting personal goals that enhance the positive psychology goals.
- **Educational Technology:** Advocate and practice safe, legal, and responsible use of information and technology. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Example:** Students will conduct research that acknowledges appropriate methods of copyright information and application in relationship to mentalhealth descriptions and symptoms.

## Career Ready Practices

### Standards: (CRP2, CRP3)

**CRP2.** Apply appropriate academic and technical skills. 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.

**Example:** Students will bridge concepts of behavior and mental processes in order to explain the human experience. The students will use research, current events, and documentaries in order to explain theories.

**CRP3.** Attend to personal health and financial well-being. 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 wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**Example:** Students will focus on aspects that promote life-long wellness. Several topics center around understanding proper development and healthy behaviors, with students reflecting upon personal behaviors by using self-report surveys. Examples include the positive psychology final project and weekly meditation.

## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist."

... using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**Although Psychology is a social studies elective, it is a science based course. Accordingly, students must accurately interpret terms and phrases from scientific studies but apply its meaning in a social environment. The study of the brain and process of neural communication is an integral part of comprehending human behavior.**

CCSS.ELA-LITERACY.RST.11-12.1

**Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.**

CCSS.ELA-LITERACY.RST.11-12.2

**Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.**

### General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts

- Repeat, reword directions
- Brain breaks and movement breaks

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| <ul style="list-style-type: none"> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul> | <ul style="list-style-type: none"> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul> |
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| Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)   |  |   |   |
|---|--|---|---|
| Time/General  | Processing   | Comprehension   | Recall  |
| <ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul> | <ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul> | <ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul> |
| Assistive Technology  | Assessments and Grading  | Behavior/Attention  | Organization  |
| <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>  | <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>  | <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>  | <ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>  |



## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Robbinsville Public Schools

Curriculum Map

Course Title

Introduction to Psychology

| Relevant Standards  | Standards Unpacked<br>Skill / Concept / Process?   | Enduring Understandings /<br>Unit Goals  | Essential Questions   | Unit Title /<br>Suggested<br>Timeline  |
|---|--|--|---|--|
| Unit #1<br><u><b>Biopsychological Domain:</b></u><br><u>Biological Bases of Behavior</u><br>1.2 Identify the parts of the neuron and describe the basic process of neural transmission.<br>1.4 Describe lateralization of brain functions.<br>3.2 Describe the interactive effects of heredity and environment.<br>4.3 Discuss issues related to scientific advances in | Define how a neuron impacts the body and brain communication.<br><br>Interpret how parenting strategies can positively or negatively impact development. | Brain development, genetics, and the environment influence intelligence and personality.<br><br>Critical periods affect developmental achievements.<br><br>Culture, parental and peer influences impact childhood development. | How does nature and nurture shape development?<br><br>How does culture influence individuals?<br><br>What factors impact development? | Biology & Development<br><br>10 blocks |

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| <p>neuroscience and genetics.</p> <p><b><u>Development and Learning Domain:</u></b></p> <p><b><u>Life Span Development</u></b></p> <p>1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.</p> <p>1.4 Describe the role of sensitive and critical periods in development.</p> <p>2.3 Discuss theories of social development</p> <p>.3.2 Describe newborns' reflexes, temperament, and abilities.</p> <p>4.3 Describe the development of attachment and the role of the caregiver.</p> <p>6.3 Describe identity formation.</p> <p><b><u>Learning</u></b></p> <p>3.1 Identify the brain structures</p> |  |  |  |  |
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| <p>associated with language.</p> <p>3.2 Discuss how damage to the brain may affect language.</p>   |  |   |   |   |
| <p>Unit #2</p> <p><b><u>Biopsychological Domain:</u></b></p> <p><b><u>Sensation and Perception</u></b></p> <p>1.1 Discuss processes of sensation and perception and how they interact.</p> <p>1.2 Explain the concepts of threshold and adaptation.</p> <p>3.2 Describe binocular and monocular depth cues.</p> <p>3.3 Describe the importance of perceptual constancies.</p> <p>3.4 Describe perceptual illusions.</p> <p>3.5 Describe the nature of attention.</p> <p>3.6 Explain how experiences and expectations influence</p> | <p>The biological process of sensation is only half of the process. Students must explain how expectations and prior experiences can alter sensations and impact perception.</p> | <p>Sensation and perception enable us to create a meaningful world.</p> <p>Perception can be impacted by illusions and culture.</p> | <p>What are the implications of having the ability to attend to stimuli?</p> <p>What are some drawbacks of perceptual set?</p> <p>How influential is context on our sensation and perception?</p> | <p>Sensation &amp; Perception</p> <p>7 blocks</p> |

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| perception.  |   |  |   |                                |
| Unit #3<br><b><u>Cognition Domain:</u></b><br><u>Memory</u><br>1.1 Identify factors that influence encoding.<br>1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.<br>2.1 Describe the differences between working memory and long-term memory.<br>3.4. Explain how memories can be malleable. | Use vocabulary to create a diagram that distinguishes the differences between the facets of memory functions. | Memory uses an information-processing model.<br><br>Memory is not a passive "photographic" picture of the past, but an active, constructive process.<br><br>Short-term memory contains information of the waking conscious before it is stored more permanently or forgotten.<br><br>Long-term memory is the relatively permanent and limitless storehouse of the memory system.<br>Context is the environment in which information is encoded or retrieved. | How do humans encode, store, and retrieve information from memory?<br><br>What factors influence remembering and forgetting?  | Cognition & Memory<br>7 blocks |
| Unit #4<br><b><u>Biopsychological Domain:</u></b><br><u>Consciousness</u><br>1.1 Identify states of consciousness.<br>1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens  | Determine why different theories of sleep exist and explain how they compare.                                 | Consciousness is the awareness of ourselves and our environment.<br><br>The study of consciousness includes sleep, hypnosis and the effects of psychoactive drugs.<br><br>Adequate, daily sleep is a vital part of overall health.<br><br>N-REM and REM create the sleep cycle.  | What does it mean to be conscious?<br><br>How do biological rhythms affect everyday life?<br><br>Why does sleep occur?<br><br>Are dreams important to everyday life?<br><br>How does the misuse and abuse of drugs affect daily life? | Consciousness<br>7 blocks      |

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| <p>without conscious awareness (i.e., implicit).</p> <p>2.1 Describe the circadian rhythm and its relation to sleep.</p> <p>2.2 Describe the sleep cycle.</p> <p>2.3 Compare theories about the functions of sleep.</p> <p>2.4 Describe types of sleep disorders.</p> <p>2.5 Compare theories about the functions of dreams.</p> <p>3.3 Evaluate the biological and psychological effects of psychoactive drugs.</p> |  | <p>Several theories of sleeping and dreaming relate to body restoration.</p>  |   |   |
| <p>Unit #5</p> <p><b><u>Individual Variation Domain:</u></b></p> <p><b><u>Psychological Disorders</u></b></p> <p>2.1 Describe the classification of psychological disorders</p> <p>2.3 Describe symptoms and</p>   | <p>Explain the basic concepts that determine a mental illness. Use the counterpart of abnormal psychology and identify the steps that improve mental health.</p> | <p>Psychology has traditionally focused on dysfunction—people with mental illness or other issues—and how to treat it.</p> <p>Positive psychology, in contrast, is a field that examines how ordinary people can become happier and more fulfilled.</p> | <p>What is normal behavior?</p> <p>What is abnormal behavior?</p> <p>What is an anxiety disorder?</p> <p>How can mental wellness be improved?</p> | <p>Abnormal and Positive Psychology</p> <p>7 blocks</p> |

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| causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). |  |  |  |  |
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**Robbinsville Public Schools**  
**Scope, Sequence, Pacing, and Assessment**  
**Introduction to Psychology**

| Unit Title             | Unit Understandings and Goals  | Recommended Duration/<br>Pacing | Benchmark Assessments   |   |   |
|------------------------|--|---------------------------------|---|---|---|
|                        |  |                                 | Diagnostic (before)   | Formative (during)  | Summative (after)   |
| Biology & Development  | Brain development, genetics, and the environment influence intelligence and personality.<br>Critical periods affect developmental achievements.<br>Culture, parental and peer influences impact childhood development.   | <b>10 blocks</b>                | Define parts of the brain.<br><br>Identify differences between individualistic and collectivist cultures. | Label a diagram of the brain.<br><br>Journals and posters depicting Erikson's theory. | Research different case studies about topics related to development, such as brain damage, feral children, and learning disabilities. |
| Sensation & Perception | Sensation and perception create a world full of meaning.   | <b>7 blocks</b>                 | Describe the differences between sensation and perception.  | Explain the five senses and how they interpret the world.                             | Create scenarios that elaborate on sensations interacting with the environment.   |
| Cognition & Memory     | Memory uses an information-processing model.<br>Memory is not a passive "photographic" picture of the past, but an active, constructive process.<br>Short-term memory contains information of the waking conscious before it is stored more permanently or forgotten.<br>Long-term memory is the relatively permanent and limitless storehouse of the memory system.<br>Context is the environment in which information is encoded or retrieved. | <b>7 blocks</b>                 | Define parts of the brain associated with memory.   | Use memory demonstrations to then explain how memories are fleeting.                  | Compare and contrast the types of memories in a graphic organizer.  |



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| Consciousness                    | Consciousness is our awareness of ourselves and our environment.<br>The study of consciousness includes sleep, hypnosis and the effects of psychoactive drugs.<br>Adequate, daily sleep is a vital part of overall health.<br>N-REM and REM create the sleep cycle.<br>Several theories of sleeping and dreaming relate to body restoration. | <b>7 blocks</b> | Read theories of sleeping and compare and contrast concepts. | Complete graphic organizer on the sleep cycle.   | Identify when sleep disorders occur in the sleep cycle.          |
| Abnormal and Positive Psychology | Psychology has traditionally focused on dysfunction—people with mental illness or other issues—and how to treat it.<br>Positive psychology, in contrast, is a field that examines how ordinary people can become happier and more fulfilled.   | <b>7 blocks</b> | Define aspects of dysfunction, abnormality, and normality.   | Identify symptoms of mental health disorder and describe how the behaviors meet criteria for a disorder. | Create a portfolio that identifies factors of personal wellness. |

### Robbinsville Public Schools

#### Unit #1: Biology & Development

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| <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Brain development, genetics, and the environment influence intelligence and personality.</li> <li>Critical periods affect developmental achievements.</li> <li>Culture, parental and peer influences impact childhood development.</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do nature and nurture shape development?</li> <li>How does culture influence individuals?</li> <li>What factors impact development?</li> </ul> |
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| Guiding / Topical Questions with Specific Standards |  | Content, Themes, Concepts, and Skills   | Teaching Strategies   | Instructional Resources and Materials   | Assessment Strategies   |
|---|--|---|---|---|---|
| 1.2   | <b><u>Biopsychological Domain: Biological Bases of Behavior</u></b><br>Identify the parts of the neuron and describe the basic process of neural transmission. | Identify the communication process between neurons, and the purpose of neurotransmitters.<br><br>Identify the areas associated with the cerebral cortex and functions of lobes. | Think, pair, share<br><br>Demonstration: Brain puzzles to describe function of lobes<br><br>Demonstration: The Right Brain movement | The Brain Book<br><br>6-2 Building vocabulary- Graphic organizer: The Neuron<br><br>7-2 Graphic Organizer | Label a neuron<br><br>Research presentations on brain disorders |

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| 1.4 | Describe lateralization of brain functions.  |   |  | 7-4 Application Activity: The Wagner Preference Inventory  |  |
| 3.2 | Describe the interactive effects of heredity and environment.  |   |  |  |  |
| 3.1 | <b><u>Development and Learning Domain:</u></b><br><u>Learning</u><br>Identify the brain structures associated with language.   |   |  |  |  |
| 3.2 | Discuss how damage to the brain may affect language.   |   |  |  |  |
| 1.1 | <b><u>Development and Learning Domain:</u></b><br><u>Life Span Development</u><br><br>Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. | Determine genetic influence on behavior using research about twins.<br><br>Twin studies<br>Feral children and critical periods<br>Genie Case Study  | Compare and contrast using a venn diagram          | Genie Case study DVD   | Written response: comparing research on feral children and the impact of critical periods on speech. |
| 1.4 | Describe the role of sensitive and critical periods in development.  |   |  |  |  |
| 2.3 | <b><u>Development and Learning Domain:</u></b><br><u>Life Span Development</u><br><br>Discuss theories of social development.  | Define developmental landmarks.<br>Explain how parenting styles influence development.<br>Discuss Erikson's theory of adolescent development into adulthood in order to reflect upon personal growth and obstacles. | Self-reflection survey<br><br>Creation of a poster | 14-4 Cooperative learning activity: Identifying Developmental Landmarks<br><br>14-7 Critical thinking activity: The water-level task | Reflection   |
| 4.3 |  | Temperament<br>Parenting styles: authoritarian, permissive, authoritative, neglectful<br>Adolescence  |  |  |  |

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| 6.3 | <p>Describe the development of attachment and the role of the caregiver.</p> <p>Describe identity formation.</p> | <p>Erik Erikson</p> <p>Ego Identity Status</p> |  | <p>15-5 Analysis Activity:<br/>The Objective Measure of Ego Identity Status (OM-EIS)</p> <p>Piaget's theory of cognitive development on youtube.com</p> |  |
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# Robbinsville Public Schools

## Unit #2: Sensation & Perception

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| <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Sensation and perception enable us to create a meaningful world.</li> <li>Perception can be impacted by illusions and culture.</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the implications of having the ability to attend to stimuli?</li> <li>What are some drawbacks of perceptual set?</li> <li>How influential is context on our sensation and perception?</li> </ul> |
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| Guiding / Topical Questions with Specific Standards |   | Content, Themes, Concepts, and Skills   | Teaching Strategies  | Instructional Resources and Materials   | Assessment Strategies  |
|---|---|---|--|---|--|
| 1.1   | <b><u>Biopsychological Domain:</u></b><br><u>Sensation and Perception</u><br>Discuss processes of sensation and perception and how they interact. | Students will use vocabulary about sensation to interpret how the brain has limited ability to focus on multiple stimuli.<br><br>Sensation<br>Selective Attention<br>Selective Inattention<br>Thresholds<br>Sensory Adaptation<br>Parallel processing<br>Sensory disorders                            | Lecture through Prezi or powerpoint with notes<br><br>Stop and jot<br><br>Building vocabulary: creating flashcards<br><br>Creation of a poster<br><br>Critical thinking: fact or falsehood | Selective Attention test<br>Simons and Chabris (1999) on youtube.com<br><br>Neuroscience for kids:<br><a href="https://faculty.washington.edu/chudler/neurok.html">https://faculty.washington.edu/chudler/neurok.html</a><br><br>Brain Games DVD<br><br><u>Optical Illusions:</u><br>sandlotscience.com<br>illusionworks.com<br>worldofescher.com | Cooperative Learning<br>Portfolio Project:<br>Visual Illusions on the World Wide Web |
| 1.2   | Explain the concepts of threshold and adaptation.   |   |  |   |  |
| 3.5   | Describe the nature of attention.   |   |  |   |  |
| 3.2   | Describe binocular and monocular depth cues.  | Identify how perception influences interpretation of the environment.<br><br>Perception<br>Depth perception<br>Binocular cues<br>Monocular cues<br>Retinal disparity<br>Perceptual constancy<br>Perceptual set<br>Perceptual contrast<br>Stroop effect<br>Bottom up processing<br>Poggendorf illusion | Lecture through Prezi or powerpoint with notes<br><br>Stop and jot<br><br>Building vocabulary: creating flashcards   | 9-2 Application Activity: Sensation versus perception<br><br>9-3 Application Activity: Perceptual Organization<br><br>9-4 Critical thinking activity: Object recognition  | Cooperative Learning<br>Portfolio Project:<br>Visual Illusions on the World Wide Web |
| 3.3   | Describe the importance of perceptual constancies.  |   |  |   |  |
| 3.4   | Describe perceptual illusions.  |   |  |   |  |
| 3.6   | Explain how experiences and expectations influence perception.  |   |  |   |  |

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|  |  | Context Effect |  | 9-5 Application<br>Activity: The Gestalt<br>Law of Prgnanz  |  |
|  |  |                |  | Tennis balls for<br>Cooperative learning<br>activity: 9-6<br>Binocular vision<br>versus monocular<br>vision<br><br>9-11 Application<br>activity- The<br>Wundt-Jastrow<br>Illusion |  |
|  |  |                |  | 9-12 Application<br>activity: Poggendorf<br>Illusion  |  |

## Robbinsville Public Schools

### Unit #3: Cognition and Memory

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| <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Memory uses an information-processing model.</li> <li>Memory is not a passive "photographic" picture of the past, but an active, constructive process.</li> <li>Short-term memory contains information of the waking conscious before it is stored more permanently or forgotten.</li> <li>Long-term memory is the relatively permanent and limitless storehouse of the memory system.</li> <li>Context is the environment in which information is encoded or retrieved.</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do humans encode, store, and retrieve information from memory?</li> <li>What factors influence remembering and forgetting?</li> </ul> |
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| Guiding / Topical Questions with Specific Standards |   | Content, Themes, Concepts, and Skills   | Teaching Strategies   | Instructional Resources and Materials                                      | Assessment Strategies   |
|---|---|---|---|--|---|
| 1.1   | <b><u>Cognition Domain:</u></b><br><u>Memory</u><br>Identify factors that influence encoding. | Discriminate between the types of memory in order to explain how the brain interprets, sorts, and stores daily information.   | fact or false hood<br>graphic organizers  | 22-1 Critical thinking: Fact or Falsehood                                  | Portfolio project or journal entries about effort, memory, and studying |
| 1.2   | Characterize the difference between shallow (surface) and deep (elaborate) processing.        | The Information-Processing Model of Memory  | journal entry   | 22--2a Making sense of memory -encoding graphic organizer                  |   |
| 2.1   | Describe the differences between working memory and long-term memory.                         | Automatic processing<br>Chucnking<br>Context effect<br>Effortful processing<br>Encoding<br>Explicit memory<br>Flashblulb memory<br>Implicit memory<br>Long-term memory<br>Recall<br>Recognition<br>Rehearsal<br>Retrieval | stop and jot<br>memory demonstrations<br>Application activity of serial position effect, recalling presidents | 22-2b Making sense of memory-storage graphic organizer                     |   |
| 3.4   | Explain how memories can be malleable.  |   | think, pair, share  | 22-3 Application Activity: Visually versus auditorally encoded information |   |

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|  |  | <p>Semantic encoding</p> <p>Sensory memory</p> <p>Short-term memory</p> <p>State-dependent memory</p> <p>Storage</p> |  | <p>22-4 Application Activity: Self-referencing scoring sheet</p> <p>22-6a Application Activity: Remembering sentences</p> <p>22-6b Application Activity: Recalling, using key words<br/>Improving Memory with the Web<br/><a href="http://mindtools.com/meory">mindtools.com/meory</a></p> |  |
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# Robbinsville Public Schools

## Unit #4: Consciousness

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| <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Consciousness is our awareness of ourselves and our environment.</li> <li>The study of consciousness includes sleep, hypnosis and the effects of psychoactive drugs.</li> <li>Adequate, daily sleep is a vital part of overall health.</li> <li>N-REM and REM create the sleep cycle.</li> <li>Several theories of sleeping and dreaming relate to body restoration.</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What does it mean to be conscious?</li> <li>How do biological rhythms affect everyday life?</li> <li>Why does sleep occur?</li> <li>Are dreams important to everyday life?</li> <li>How does the misuse and abuse of drugs affect daily life?</li> </ul> |
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**Duration of Unit:** 4 weeks

| Guiding / Topical Questions with Specific Standards |   | Content, Themes, Concepts, and Skills   | Teaching Strategies  | Instructional Resources and Materials   | Assessment Strategies  |
|---|---|---|--|---|--|
| 1.1   | Identify states of consciousness.   | Define the cycles and stages of sleep.<br>Compare theories as to why people sleep.                                | journal  | 24-8 Application Activity: Larks or Owls?   | Portfolio project: track sleeping habits and dreams                  |
| 1.2   | Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit). | Body rhythms: circadian, infradian and ultradian<br>REM and NREM sleep<br>Effects of sleep loss<br>Sleep theories | think pair share<br><br>student-answer boards<br><br>student interviews & reflection<br><br>create an infographic<br><br>literature circles<br><br>stations/task cards<br><br>graphic organizers | 24-6 Analysis Activity- School Start Times: An Information Debate<br><br>24-8 Evaluation Activity- Sleep deficiency scale<br><br>Ted Talks: “Dan Gartenberg: The brain benefits of deep sleep -- and how to get more of it” & “Wendy Troxel: Why school should start later for teens” | Research school start times and the implications of health for teens |
| 2.1   | Describe the circadian rhythm and its relation to sleep.  |   |  |   |  |
| 2.2   | Describe the sleep cycle.   |   |  |   |  |
| 2.3   | Compare theories about the functions of sleep.  |   |  |   |  |



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| 2.4 | Describe types of sleep disorders.                                       | <p>Explain the causes and treatments for sleep disorders.</p> <p>Insomnia</p> <p>Narcolepsy</p> <p>Sleep apnea</p> <p>Night terrors</p>  | <p>think pair share</p> <p>student-answer boards</p> <p>student interviews &amp; reflection</p> <p>create an infographic</p> <p>literature circles</p> <p>stations/task cards</p> <p>graphic organizers</p> | 24-9 Evaluation Activity: Sleep Deficiency Scale                                    |   |
| 2.5 | Compare theories about the functions of dreams.                          | <p>Identify theories as to why people dream.</p> <p>Describe the importance of REM sleep.</p>  | <p>think pair share</p> <p>student-answer boards</p> <p>student interviews &amp; reflection</p> <p>create an infographic</p> <p>literature circles</p> <p>stations/task cards</p> <p>graphic organizers</p> | 24-9 Critical thinking activity: remembering night dreams                           | Journal entry: keep a dream journal           |
| 3.3 | Evaluate the biological and psychological effects of psychoactive drugs. | <p>Students will describe the effects of drugs on consciousness by viewing appropriate documentaries in order to recognize symptoms and the cycle of addiction.</p> <p>Stimulants, Depressants, Narcotics</p> <p>Tolerance, withdrawal, physical dependence and psychological dependence</p> | <p>think pair share</p> <p>student-answer boards</p> <p>student interviews &amp; reflection</p> <p>create an infographic</p>  | <p>26-8 Alternative Assessment Portfolio</p> <p><i>A&amp;E Intervention</i> DVD</p> | portfolio project: public awareness campaigns |

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|  |  | Addiction | literature circles<br>stations/task cards<br>graphic organizers |  |  |
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**Robbinsville Public Schools**  
**Unit #5: Abnormal and Positive Psychology**

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| <b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Psychology has traditionally focused on dysfunction—people with mental illness or other issues—and how to treat it.</li> <li>Positive psychology, in contrast, is a field that examines how ordinary people can become happier and more fulfilled.</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is normal behavior?</li> <li>What is abnormal behavior?</li> <li>What is an anxiety disorder?</li> <li>How can mental wellness be improved?</li> </ul> |
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| Guiding / Topical Questions with Specific Standards |  | Content, Themes, Concepts, and Skills  | Teaching Strategies   | Instructional Resources and Materials   | Assessment Strategies   |
|---|--|--|---|---|---|
| 2.1   | Describe the classification of psychological disorders.  | <p>Students will understand the symptoms of a disorder by reading case studies and scenarios.</p> <p>Psychological disorder<br/>           Maladaptive<br/>           Unjustifiable<br/>           Disturbing<br/>           Abnormal</p>  | <p>journal</p> <p>think pair share</p> <p>student-answer boards</p> <p>create an infographic</p>  | 29-3 Critical thinking activity: Normality and the sexes  | Identify MUDA factors in case studies.  |
| 2.3   | Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). | <p>Students will demonstrate their understanding of a disorder by identifying symptoms from various forms of media.</p> <p>Anxiety<br/>           Post-Traumatic Stress Disorder<br/>           Phobia<br/>           Generalized Anxiety<br/>           Panic Disorder<br/>           Obsessive-Compulsive Disorder<br/>           Bipolar Disorder<br/>           Depression</p> | <p>literature circles</p> <p>stations/task cards</p> <p>graphic organizers</p> <p>whiteboards</p> | <p>30-3 Analysis Activity: Taylor Manifest Anxiety Scale</p> <p>30-4 Application Activity: Fear Survey</p> <p>30-7 30-4 Application Activity: The Zung Self-Rating Depression Scale</p> | Write a fractured fairy tale that includes an issue surrounding a mental health disorder. |

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|  |  | <p>Students will review research that leads to a self-reflection action plan to lead their best lives.</p> <p>Positive Psychology</p> <p>GRIT</p> |  | <p>Internet mental health<br/>mentalhealth.com</p> <p>John M. Grohol's <i>The Insider's Guide to Mental Health Resources</i><br/>insidemh.com</p> <p>The National Institute for Neurological Disorders and Stroke (NINDS)<br/>ninds.nih.gov</p> |  |
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## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site<http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>

- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>