

# Introduction to Psychology Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

<b>Lower Cape May Regional School District Introduction to Psychology Curriculum</b>	
<b>Content Area: Psychology</b>	
<b>Course Title: Introduction to Psychology ( 1 semester)</b>	<b>Grade level: 11-12</b>
<b>Unit 1: History and Research</b>	<b>½ week</b>
<b>Unit 2: Biology of the Mind and Consciousness</b>	<b>1 week</b>
<b>Unit 3: Developing through the life span</b>	<b>1 week</b>
<b>Unit 4: Sensation and Perception</b>	<b>1 week</b>
<b>Unit 5: Learning</b>	<b>½ week</b>
<b>Unit 6: Memory</b>	<b>½ week</b>
<b>Unit 7: Thinking, Language and Intelligence</b>	<b>1 week</b>
<b>Unit 8: Motivation and Emotion</b>	<b>1 week</b>
<b>Unit 9: Stress, Health and Human Flourishing</b>	<b>½ week</b>
<b>Unit 10: Personality</b>	<b>½ week</b>
<b>Unit 11: Psychological Disorders</b>	<b>½ week</b>
<b>Unit 12: Therapy</b>	<b>½ week</b>
<b>Unit 13: Social Psychology</b>	<b>½ week</b>

<b>Date Created: 08/2019</b>	<b>Board Approved On: 09/26/19</b>

<b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 1 Overview</b>
<b>Content Area: Psychology</b>
<b>Unit Title: History and Research</b>
<b>Target Course/Grade Level: 11-12</b>
<b>Unit Summary:</b> <ul style="list-style-type: none"><li>● Students will explore the history of psychology and major figures who have contributed to its development. Students will determine the methods psychologists use for research to include Descriptive, Correlation and Experimentation. Students will identify components of each and be able to indicate purpose and limitations of each method. Research ethics will be reviewed.</li></ul>
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>● Science, Social Studies</li></ul>
<b>21st Century Themes, Skills, and Standards:</b> <ul style="list-style-type: none"><li>● CRP1. Act as a responsible and contributing citizen and employee.</li><li>● CRP2. Apply appropriate academic and technical skills.</li><li>● CRP3. Attend to personal health and financial well-being.</li><li>● CRP4. Communicate clearly and effectively and with reason.</li><li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li><li>● CRP6. Demonstrate creativity and innovation.</li><li>● CRP7. Employ valid and reliable research strategies. .</li><li>● CRP9. Model integrity, ethical leadership and effective management.</li><li>● CRP10. Plan education and career paths aligned to personal goals.</li><li>● CRP11. Use technology to enhance productivity.</li><li>● CRP12. Work productively in teams while using cultural global competence.</li><li>●</li><li>● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences</li></ul>

- within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation

**Unit Enduring Questions:**

- How did psychology develop into a scientific discipline?
- Who are the influential people who help form psychology?
- How do psychologists ask and answer questions?
- What are some ethical considerations that need to be addressed when doing psychological research?

**Unit Enduring Understandings:**

- Students will understand how psychology developed
- How psychologists answer questions through research
- Who were the important people and what role did they play in the formation of psychology as a science
- Name ethical guidelines in place in psychology today.

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Development of psychology as an empirical science.</li> <li>● Major subfields within psychology</li> <li>● Research methods and measurements used to study behavior and mental processes</li> <li>● . Ethical issues in research with human and non-human animals</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Explain how psychology evolved as a scientific discipline</li> <li>● Describe the major subfields of psychology</li> <li>● Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods</li> <li>● Identify ethical standards psychologists must address regarding research with human participants.</li> </ul>

<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum  Unit 2 Overview</b></p>
<p><b>Content Area: Introduction to Psychology</b></p>
<p><b>Unit Title: Biology of the Mind and Consciousness</b></p>
<p><b>Target Course/Grade Level: 11-12</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Understand everything psychological is biological.</li> <li>● Learn parts of neurons, roles of neurotransmitters, and parts of the nervous system</li> <li>● Learn endocrine system and the role of hormones on behavior</li> <li>● Learn parts of old brain, limbic system and cerebral cortex and their functions.</li> <li>● Learn circadian rhythm and stages of sleep</li> </ul>
<p><b>Interdisciplinary Connections:</b>  Biology - human anatomy structure and function will be covered.</p>

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"><li>● How does biology and psychology intertwine?</li><li>● How do neurons communicate?</li><li>● How do neurotransmitters affect our mood and behavior</li><li>● What are the major divisions of the nervous systems</li><li>● What are the parts and functions of the brain stem, limbic system and cerebral cortex?</li></ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● Structure and function of the nervous system in human and non-human animals</li><li>● 2. Structure and function of the endocrine system</li><li>● 3. The interaction between biological factors and experience</li><li>● 4. Methods and issues related to biological advances</li><li>● Everything psychological is also biological</li><li>● Neurons are the basic unit of our nervous systems and contribute to our behavior</li><li>● Our nervous systems guide and direct our behavior.</li><li>● Brain areas responsible for various human behavior, thoughts, moods and functioning.</li></ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"><li>● Structure and function of the nervous system in human and non-human animals</li><li>● Structure and function of the endocrine system</li><li>● The interaction between biological factors and experience</li><li>● Stages of sleep</li><li>● Functions of sleep and dreams</li></ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"><li>● Identify the major divisions and subdivisions of the human nervous system</li><li>● Identify the parts of the neuron and describe the basic process of neural transmission</li><li>● Differentiate between the structures and functions of the various parts of the central nervous system</li><li>● Discuss the mechanisms and the importance of plasticity of the nervous system</li><li>● Describe how the endocrine glands are linked to the nervous system</li><li>● Describe the circadian rhythm and its relation to sleep</li><li>● Describe the sleep cycle</li><li>● Compare theories about the functions of sleep</li></ul>

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**Lower Cape May Regional School District Introduction to Psychology Curriculum  
Unit 3 Overview**

**Content Area: Psychology**

**Unit Title: Developing through the lifespan**

**Target Course/Grade Level: 11-12**

**Unit Summary:**

- Study three main issues developmental psychologist study.
- Address physical, cognitive and social development in prenatal and newborn, childhood, adolescence and adulthood.
- Learn Piaget’s cognitive stages of development.
- Address Vygotsky’s theory of the mind
- Learn how gender development occurs and how culture shapes it.
- Explain the biopsychosocial changes in adulthood

**Interdisciplinary Connections:**

**Human Development (Science), History**

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation

**Unit Enduring Questions:**

- How do we change physically, cognitively and socially as we age from birth to death.
- What theories do psychologists have about our cognitive and social development?
- What are some methods used to study development?
- How does gender and culture play a role?

**Unit Enduring Understandings:**

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging
8. Identify formation
9. Role of family

<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The three main issues in lifespan development.</li> <li>● Theories of lifespan development.</li> <li>● Prenatal and newborn development.</li> <li>● The various physical, cognitive and social changes during development.</li> <li>● The types of parenting styles and its influences on the developing child.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Distinguish between issues of nature vs nurture, continuity vs. stages, and stability vs. change.</li> <li>● Discuss theories of cognitive development</li> <li>● Describe physical development from conception through birth and identify influences on prenatal development</li> <li>● Describe how infant perceptual abilities and intelligence develop</li> <li>● Describe the development of attachment and the role of the caregiver.</li> <li>● Describe the physical, cognitive, and social developmental changes during infancy, childhood, adolescence and adulthood.</li> </ul>
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<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 4 Overview</b></p>
<p><b>Content Area: Psychology</b></p>
<p><b>Unit Title: Sensation and Perception</b></p>
<p><b>Target Course/Grade Level:</b></p>
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will explore the systems that control our senses and how we perceive our world. A brief examination of the eyes and ears and how stimuli is brought into our bodies and transduced into a neural process. Students will then examine the general principles of perceptual organization.</li> </ul>
<p><b>Interdisciplinary Connections:</b> Science - Biology, Anatomy</p>

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation

**Unit Enduring Questions:**

- What is the difference between sensation and perception?
- What three steps are basic to all our

**Unit Enduring Understandings:**

- Understand the difference between sensation and perception
- Identify how our senses work to translate incoming stimuli into meaningful information.

<p>sensory systems?</p> <ul style="list-style-type: none"> <li>● How do absolute and difference threshold differ?</li> <li>● How does the eye and ear transform light energy into neural messages?</li> <li>● How does our brain make sense of what it sees and hears?</li> </ul>	<ul style="list-style-type: none"> <li>● Name common principals we all use to organize incoming stimuli into meaningful experiences.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The processes of sensation and perception</li> <li>● The capabilities and limitations of sensory processes</li> <li>● Interaction of the person and the environment in determining perception</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Discuss processes of sensation and perception and how they interact.</li> <li>● Explain the concepts of threshold and adaptation</li> <li>● Describe the visual sensory system</li> <li>● Describe the auditory sensory system</li> <li>● Explain Gestalt principles of perception</li> <li>● Describe binocular and monocular depth cues</li> <li>● Describe the nature of attention</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 5 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Learning</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● How do we learn?</li> <li>● What are classical and operant conditioning and how do they differ?</li> <li>● Define the terminology used in each type of conditioning to include: unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus, conditioned response, and schedules of reinforcement.</li> </ul>	

**Interdisciplinary Connections:**

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation

**Unit Enduring Questions:**

- What are basic types of learning?

**Unit Enduring Understandings:**

- Students will understand how we learn through

<ul style="list-style-type: none"> <li>● What are the types of associative learning?</li> <li>● How do they differ?</li> <li>● Who are the important people to study learning?</li> <li>● What is observational learning and how does it differ from associative learning?</li> </ul>	<p>associations, conditioning and observation.</p> <ul style="list-style-type: none"> <li>● Students will understand the role various individuals and their research have impacted our understanding of the learning process.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How Classical conditioning works and when it is used</li> <li>● How Operant conditioning works and when it is used</li> <li>● The difference between observational and cognitive learning</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Describe the principles of classical conditioning</li> <li>● Describe the principles of operant conditioning</li> <li>● Describe the principles of observational and cognitive learning</li> <li>● Apply classical, operant and observational learning to everyday life.</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 6 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Memory</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will explore how we create memories, including the processes of encoding, storage and retrieval. We will investigate the causes of forgetting as well as the creation of false memories and finally how to improve our memory.</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Science and Language Arts</li> </ul>	
<p><b>21st Century Themes, Skills, and Standards:</b></p>	

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● What are the processes involved in building a memory?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Memory involves encoding, storage and retrieval.</li> </ul>

<ul style="list-style-type: none"> <li>● What are the differences between automatic and effortful processing?</li> <li>● How do we encode information?</li> <li>● How do we assess memory through recall, recognition and relearning?</li> <li>● What are some possible causes of forgetting?</li> <li>● How can you improve your memory?</li> </ul>	<ul style="list-style-type: none"> <li>● Memory occurs at a conscious and unconscious level.</li> <li>● We test our memory using multiple methods.</li> <li>● Forgetting can occur at different stages of the memory process.</li> <li>● Memory can be improved through the use of the spacing effect, rehearsal, testing and making meaningful associations.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● How we encode information</li> <li>● How we store this information</li> <li>● How the process of memory retrieval works</li> <li>● Why does our memory fail</li> <li>● How we can improve our memory</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Identify factors that influence encoding</li> <li>● Characterize the difference between automatic and effortful processing</li> <li>● Discuss strategies for improving the encoding of memory.</li> <li>● Describe the differences between working memory and long-term memory</li> <li>● Identify and explain biological processes related to how memory is stored</li> <li>● Analyze the importance of retrieval cues in memory</li> <li>● Explain the role that interference plays in retrieval</li> <li>● Identify the brain regions involved with memory.</li> <li>● List ways to improve memory</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 7 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Thinking and Intelligence</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b> We will explore methods used to problem solve and obstacles that hinder our smart thinking. We</p>	



will explore how we think, know, remember and communicate through the process called cognition. Students will be introduced to the major components of language. In addition, students will examine the various theories of intelligence and how intelligence is measured.

**Interdisciplinary Connections:**

Math, Science - We will briefly examine the normal curve and its implications in measuring intelligence. We will explore the areas of the brain which involve speech production and understanding.

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
  
- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
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**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7.	Summative and formal assessments (i.e. Quizzes and Unit tests)

RL.11-12.4 RI.11-12.1-3	
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we interpret our world?</li> <li>● How do we solve problems?</li> <li>● How important is memory to everyday life?</li> <li>● How do we create, store and retrieve our memories?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Understand the concept of cognition</li> <li>● Understand we use various problem solving techniques</li> <li>● Apply concept of memory to tasks of everyday life</li> <li>● Understand there is a process to memory</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Basic elements comprising cognition</li> <li>● Obstacles related to problem solving</li> <li>● How we problem solve</li> <li>● components of language</li> <li>● theories of intelligence</li> <li>● how we measure intelligence</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Define cognitive processes involved in understanding information</li> <li>● Define processes involved in problem solving and decision making.</li> <li>● Describe obstacles to problem solving.</li> <li>● Define and describe how we define intelligence by examining the various theories of intelligence</li> <li>● Describe the methods of assessing intelligence.</li> <li>● Describe the meaning of the normal curve and how intelligence is measured.</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 8 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Motivation and Emotion</b></p>	

**Target Course/Grade Level:**

**Unit Summary:**

- Students will evaluate how motivation plays a role in our choices and behavior. We will explore various theories of motivation and also discuss how we express and experience the world through emotion.

**Interdisciplinary Connections:**

- (State primary content area interdisciplinary connections for this unit here.)

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary

LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What motivates us as humans?</li> <li>● What do various psychologists theorize about motivation?</li> <li>● What purpose do emotions serve?</li> <li>● Do we all experience the same emotions?</li> <li>● How do we communicate our emotions?</li> <li>● Do all emotions feel the same?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will understand how motivation and emotions guide our behavior</li> <li>● Students will analyze various theories of emotion and motivation.</li> <li>● Students will acknowledge that some emotions are experienced worldwide.</li> <li>● Students will understand how we embody and express emotions.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The various perspectives on emotion</li> <li>● Emotional interpretation and expression</li> <li>● Domains of emotional behavior such as happiness</li> <li>● The perspectives on motivation</li> <li>● Domains of motivated behavior in humans such as eating.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Differentiate among theories of emotional experience</li> <li>● Explain how culture and gender influence emotional interpretation and expression</li> <li>● Identify biological and environmental influences on the expression and experience of negative emotions, such as happiness</li> <li>● Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness</li> <li>● Explain biologically, cognitively and humanistic based theories of motivation.</li> </ul>

**Lower Cape May Regional School District Introduction to Psychology Curriculum  
Unit 9 Overview**

**Content Area: Psychology**

**Unit Title: Stress, Health and Human Flourishing**

**Target Course/Grade Level:**

**Unit Summary:**

- We will identify some basic concepts of stress, how our bodies respond to it and its effects on us physically and emotionally. Students will examine the General Adaptation Syndrome and how our perspective affects our experience of stress.

**Interdisciplinary Connections:**

- Science - the physical effects on the human body and methods to reduce these effects.

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the different types of stress?</li> <li>● How do we respond to stress and what impact does that have on our experience of stressful events?</li> <li>● What are some physical effects of stress?</li> <li>● What are some emotional effects of stress?</li> <li>● How can we learn to cope with and manage daily stress?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Stress is an important part of living.</li> <li>● How we perceive stress has an impact on how we experience it bodily and emotionally.</li> <li>● We can manage how we handle stress in our lives to improve our overall health.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Stress and coping</li> <li>● Behaviors and attitudes that promote health</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Define stress as a psychophysiological reaction</li> <li>● Identify and explain potential sources of stress</li> <li>● Identify and explain physiological, cognitive, and behavioral strategies to deal with stress</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify ways to promote mental health and physical fitness</li> </ul>
<b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 10 Overview</b>	
<b>Content Area: Psychology</b>	
<b>Unit Title: Personality</b>	
<b>Target Course/Grade Level:</b>	
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Students will explore what constitutes our personality and how various psychologist explain personality development and theories of personality. Students will examine the use of various assessments to differentiate different personalities.</li> </ul>	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● History and Language arts: we will examine the evolution of personality theories and explore traits and descriptive language</li> </ul>	
<b>21st Century Themes, Skills, and Standards:</b> <ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies. .</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> <li>●</li> <li>● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</li> <li>● 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.</li> </ul>	

<b>Learning Targets</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What are various perspectives on personality</li> <li>● How do we define what constitutes one's personality</li> <li>● How do we measure or assess an individual's personality</li> <li>● Are there any implications to the use of personality assessments</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Personality can be explored from various perspectives</li> <li>● Depending on the perspective, personality can be assessed using different means</li> <li>● Personality can have an impact on how we view our world.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● There are various perspectives on personality</li> <li>● Various methods are used in the assessment of personality</li> <li>● Realize there are several issues in personality and its impact on our lives</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Evaluate psychodynamic theories</li> <li>● Evaluate trait theories</li> <li>● Evaluate humanistic theories</li> <li>● Evaluate social–cognitive theories</li> <li>● Differentiate personality assessment techniques</li> <li>● Discuss the reliability and validity of</li> </ul>



	personality assessment techniques
<b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 11 Overview</b>	
<b>Content Area: Psychology</b>	
<b>Unit Title: Psychological Disorders</b>	
<b>Target Course/Grade Level:</b>	
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>● Students will explore how mental illness was addressed from a historical perspective. They will examine what constitutes a disorder and how psychologists classify and diagnose disorders using the DSM. The disorders which fall under Anxiety, Mood, Personality, Substance related disorders and Schizophrenia as well as their symptoms will be explored.</li> </ul>	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Science: the association with neurotransmitters and their effect on mental health will be examined</li> </ul>	
<b>21st Century Themes, Skills, and Standards:</b> <ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies. .</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> <li>●</li> <li>● 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.</li> </ul>	

- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit		
LA.11-12.RH.11-12.1	Vocabulary		
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips		
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)		
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How has mental illness been addressed throughout history</li> <li>● How do we determine what is a problem vs. what is a disorder</li> <li>● What do psychologists use to diagnose disorders</li> <li>● What are some different types of mental illness and what are their signs and symptoms</li> <li>●</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>How we treat individuals with mental illness has changed over time</b></li> <li>● <b>Each disorder has specific symptoms and criteria which are taken into account when diagnosing mental illness</b></li> <li>● <b>We need to examine mental health from a biopsychosocial perspective</b></li> </ul> </td> </tr> </table>		<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How has mental illness been addressed throughout history</li> <li>● How do we determine what is a problem vs. what is a disorder</li> <li>● What do psychologists use to diagnose disorders</li> <li>● What are some different types of mental illness and what are their signs and symptoms</li> <li>●</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>How we treat individuals with mental illness has changed over time</b></li> <li>● <b>Each disorder has specific symptoms and criteria which are taken into account when diagnosing mental illness</b></li> <li>● <b>We need to examine mental health from a biopsychosocial perspective</b></li> </ul>
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How has mental illness been addressed throughout history</li> <li>● How do we determine what is a problem vs. what is a disorder</li> <li>● What do psychologists use to diagnose disorders</li> <li>● What are some different types of mental illness and what are their signs and symptoms</li> <li>●</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>How we treat individuals with mental illness has changed over time</b></li> <li>● <b>Each disorder has specific symptoms and criteria which are taken into account when diagnosing mental illness</b></li> <li>● <b>We need to examine mental health from a biopsychosocial perspective</b></li> </ul>		

<p><b>Unit Objectives:</b>  <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● the various perspectives on abnormal behavior</li> <li>● Categories of psychological disorders</li> <li>● The causes and symptoms of various disorders such as Anxiety, Mood disorders, and schizophrenia.</li> </ul>	<p><b>Unit Objectives:</b>  <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Define psychologically abnormal behavior</li> <li>● Describe the classification of psychological disorders</li> <li>● Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum  Unit 12 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Treatment</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>● Students will explore various treatment modalities and how the different perspectives address the goals of treatment. Cultural differences as well as how biomedical approaches can be beneficial will be addressed.</li> </ul>	
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Science : The biomedical approach to mental illness treatment.</li> </ul>	
<p><b>21st Century Themes, Skills, and Standards:</b></p> <ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> </ul>	

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
- 9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text and Powerpoint presentations as well as multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>● How have we treated mental illness in the past</li> <li>● What types of treatment do psychologist</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Treatment for mental illness has changed over time</li> </ul>

<p>from different perspectives employ?</p> <ul style="list-style-type: none"> <li>• How does biomedical treatment work?</li> </ul>	<ul style="list-style-type: none"> <li>• The behavioral, psychoanalytic, humanistic and cognitive perspectives have unique treatment modalities</li> <li>• Biomedical treatments address imbalances in neurotransmitter levels</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• How different perspectives have varying approaches to treatment</li> <li>• The various categories of treatment and types of treatment providers</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Identify biomedical treatments</li> <li>• Identify psychological treatments.</li> <li>• Match methods of treatment to psychological perspectives</li> <li>• Identify treatment providers for psychological disorders and the training required for each</li> </ul>
<p><b>Lower Cape May Regional School District Introduction to Psychology Curriculum Unit 13 Overview</b></p>	
<p><b>Content Area: Psychology</b></p>	
<p><b>Unit Title: Social Psychology</b></p>	
<p><b>Target Course/Grade Level:</b></p>	
<p><b>Unit Summary:</b></p> <ul style="list-style-type: none"> <li>• Students will examine how we think about, influence and relate to one another. They will also examine how our attitudes and actions affect each other. Topics such as obedience and conformity play a role in our behavior as well as the presence of others. Students will discuss issues of prejudice and how our social interactions play a role.</li> </ul>	
<p><b>Interdisciplinary Connections:</b> Social Studies: The history of major psychology experiments such as Milgrim and Asch and the role the World War and Holocaust in creating the hypothesis of each.</p>	

**21st Century Themes, Skills, and Standards:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies. .
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
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- 9.3.HL.6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
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**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
LA.11-12.RH.11-12.1	Vocabulary
LA.11-12.RH.11-12.2	Class discussions, informal application exercises, analysis of text, Powerpoint presentations and multimedia clips
RI.11-12.7. RL.11-12.4 RI.11-12.1-3	Summative and formal assessments (i.e. Quizzes and Unit tests)
NJSLSA.SL1-3 SL.11-12.1 SL.11-12.2	Class participation
LA.11-12.RH.11-12.1	Vocabulary

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What is social psychology</li> <li>● How does the presence of others change our behavior and attitudes</li> <li>● Under what conditions will we do something against our nature</li> <li>● How does our perception of ourselves and others alter our attitudes, beliefs and behaviors</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will differentiate the difference between social psychology and sociology</li> <li>● Students will understand how our behavior and attitudes can change in different circumstances</li> <li>● Students will have an understanding of prejudice and how it develops.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Social thinking and how it affects our behavior</li> <li>● Social influence and the presence of others and the factors of persuasion</li> <li>● Social relations- how we get along with others.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Describe attributional explanations of behavior</li> <li>● Describe the power of the situation</li> <li>● Describe effects of others' presence on individuals' behavior</li> <li>● Describe how group dynamics influence behavior</li> <li>● Discuss how an individual influences group behavior</li> <li>● Discuss the nature and effects of stereotyping, prejudice, and discrimination</li> </ul>

**Lower Cape May Regional School District Introduction to Psychology Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- Vocabulary
- Informal questions and answers.
- Quizzes
- Kahoot, quizlet, Heads up, "I have who has", "Spoons review game"

**Summative Assessment Utilized throughout Units:**

- Unit tests/quizzes
- group projects
- individual projects

**Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

- Create a neuron
- Developmental Scrapbook
- Binocular cues posters
- Various “exercises” to enhance learning in each unit
- Research presentation via PPT or other visual media

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.



- Research presentation at end of semester.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Students must engage in technology applications integrated throughout the curriculum.
- Students will utilize Chromebooks/computers on a daily basis for in-class writing assignments and group projects
- Students will conduct research using both school provided resources and those they access themselves.
- Students will share documents, Power Points, etc., using Google Drive or Microsoft 365.

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
  - Crash Course Psychology on Youtube
  - Discovering Psychology - The Annenberg Collection

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

**Varied journal prompts, spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment

	results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objectives are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas

<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers

	to build the most pressing skills.
<p><b>Tic-Tac-Toe Choice Board</b>  <b>(sometimes called “Think-Tac-Toe”</b></p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
<p><b>Curriculum development Resources/Instructional Materials:</b></p>	
<p>List or Link Ancillary Resources and Curriculum Materials Here:</p> <ul style="list-style-type: none"> <li>● <a href="https://www.apa.org/education/k12/national-standards">https://www.apa.org/education/k12/national-standards</a>.</li> </ul>	
<p><b>Board of Education Approved Text(s)</b></p>	
<ul style="list-style-type: none"> <li>● Psychology in Everyday Life, 2Ed. by David G. Myers</li> </ul>	