Course Description

This course is designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences. Students will have the opportunity for self-assessment as well as for teacher guidance and assessment throughout the course.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>METHODS, APPROACHES, AND HISTORY</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Mind, Body Connection</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Cognition, Learning and Behaviorism</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>PERSONALITY, and DEVELOPMENT</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Abnormal Psychology &amp; Intervention</td>
<td>7-9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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.

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.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
</tr>
</tbody>
</table>
**Enrichment**

*Accommodate Based on Students Individual Needs: Strategies*

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
Timeline activity | **Video Lessons**  
**Animated Minds**-documentary series on Mental Illness | Research Activity: Museum exhibit activity-representing a psychological disorder and its treatments.  
Create a chart organizing those early methods which influenced modern Psychology and those that have disappeared |
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between the two basic kinds of affective disorders and how they may interact with each other. 6.3.12.A.2HE.9-12.2.12.D LA.11-12.RH.1 LA.11-12.RH.9</td>
<td>What impact do these psychological disorders have on individuals, families, communities, and society?</td>
<td>Read and discuss Who’s Crazy Here Anyway (Forty Studies)</td>
<td>Video Lessons</td>
<td>Debate whether the courts should recognize a defendant’s right to plead Insanity.</td>
</tr>
<tr>
<td>Recall how anxiety disorders are marked by excessive fear, caution, and attempts to avoid anxiety</td>
<td>Select a current event that deals with Insanity Pleas and identify the conditions which prove that the individual is eligible for this definition of mental illness.</td>
<td>Animated Minds - documentary series on Mental Illness</td>
<td>A Beautiful Mind Book/Film Comparison Essay</td>
<td>Multimedia presentation of a specific Mental illness</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Research and trace historical attitudes toward abnormal behavior. 6.2.12.A.6.c</td>
<td>What were some of the earliest methods used to “cure” mental illness?</td>
<td>Discuss early (historically) diagnoses and treatments for those with disorders. Create a chart organizing those early methods which influenced modern Psychology and those that have disappeared.</td>
<td>Internet resources Association for Psychological Science and streaming videos</td>
<td>Create a Treatment Plan Using One of the Types of Therapy</td>
</tr>
</tbody>
</table>
Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
</tr>
</thead>
</table>
| **Forty Studies: Who is Crazy here Anyway**  
Presentation Content: Each presentation must include the following elements:  
1. A description of the background or impetus that led to the study  
2. A clear explanation of the experimental method employed in the study  
3. The findings and conclusions of the researcher  
4. The historical significance of the research on the field of psychology  
5. Discussion of at least two of the following:  
   - ethical issues surrounding the design of the experiment  
   - controversy over the findings or alternate theories that refute the findings  
   - recent applications of the concepts developed from the experiment  
| Psychology Quarterly Project Activities (see resources) |

**Presentation Format:**  
Each presentation must be accompanied by *only 5 - 7 PowerPoint slides*.  
If you wish, you may provide other visual aids or participatory activities to illustrate your topic.  
Your presentation should *not be more than 15 minutes long* (rehearsing before presenting!).

**Guidelines to consider as you prepare your talk:**  
- Content: Does the presentation have all of the required elements?
| Clarity: Is the explanation clear and understandable? Does the information flow in a logical sequence? Will the audience know what to write down, and what to just listen to? |
| Confidence with material: Does your presentation show you have a strong understanding of the information? Can you correctly pronounce all key names and words? |
| Coordination: If working with a partner, have you practiced so you know what each person will be responsible for talking about? |

### Presentation Style:
- Do the visual aids support the content? Keep the slides pretty basic, not too busy.
- Does your style allow you to connect with the audience?
- Is the talk paced appropriately?

### Grading Rationale:
The presentation will be graded for content and style of presentation. Each presentation is worth 40 points and both persons will receive the same score unless there are unusual circumstances.

| 20 points for clear and concise explanation that students can understand |
| 15 points for helpful, concise PowerPoint slides (virtually no complete sentences!) |
| 5 points for appropriate speaking style (talking to audience, eye contact and good posture, appropriate loudness and enthusiasm in voice, etc.) |

You will receive 1 extra credit point if you return your copy of the book when you present!!
There are an additional 5 bonus points that can be earned; it is also possible to lose up to 10 points for deficiencies in the presentation.

**Bonus Points:** You can earn bonus points for the following:
1. Using appropriate and relevant graphics, movie clips, charts and photos
2. A creative element that expands beyond the scope of the article in the book. This could be:
   - biographical information or other examples illustrating the work of this researcher
   - presentation of further research you've done related to the subject
   - an experimental test design you create based on the work of this researcher
   - a hands-on demonstration of the concept
   - a discussion of how this theory relates to Clayton High School students

or…

**Loss of points:** You could lose points for the following:
1. Spelling, punctuation and grammar errors that distract the viewer
2. A presentation that is overly long (too much text on each slide, too much extraneous detail in the explanation)
   [part of your work on this project is to distill the information into the most relevant parts and present it in an organized way]
3. A presentation that is read to the audience (either reading us the PowerPoint or reading us your notes – of course occasional reading and/or referral to your notes is entirely acceptable)
4. Presentation of wrong or confusing information, or concepts that are not presented in an orderly and understandable way.
5. Presentation that is not ready to go on the day it is assigned (automatic 10 point deduction).