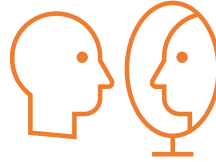# RIVER DELL REGIONAL SCHOOL DISTRICT

Content: Social Studies
Course: Psychology
Alignment: 2022 National Standards for High School Psychology Curricula
BOE Born On: August 21, 2023

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Introduction

Over the course of the semester, students will grapple with questions like "Why are people the way they are?," "Why do they do the things that they do?," "What can psychology tell me about the world around me?" and "How can I use psychology to understand myself and others better?" They will also learn how the wonders of the human mind and the complexities of human behavior are studied scientifically. They will study the vast array of topics studied by psychologists ranging from personality to mental health to the behavior of social groups. Equipped with this knowledge, they will be able to begin to apply psychological principles to many facets of their everyday lives.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Equipped with the knowledge gained in this class, students will be able to begin to apply psychological principles to many facets of their everyday lives. They will be able to use the scientific findings of psychology to better answer the questions "Why are people the way they are?," "Why do they do the things that they do?," "What can psychology tell me about the world around me?" and "How can I use psychology to understand myself and others better?"

Scope and Sequence

- Unit 1: Personality (4 weeks)
- Unit 2: Nature and Nurture (4 weeks)
- Unit 3: Stress, Sleep, and Screens (7 weeks)
- Unit 4: Emotion (3 weeks)
- Unit 5: Mental Health (9 weeks)
- Unit 6: Social Psychology (7 weeks)
- Unit 7: Psychology and the Law (6 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking
- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:
The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit 1: Personality (4 Weeks)

Core Ideas	Every individual has a unique personality.
Essential Questions	• What is personality? • How do psychologists attempt to evaluate and measure personality? • What describes my own personality?
Enduring Understanding	• Personality is an individual's unique pattern of thoughts, feelings, and behavior that persist over time and across situations. • There are different approaches to understanding personality and these approaches differ greatly. • Psychologists employ a number of tools and methods in an attempt to understand each person's unique personality.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Explain trait-based approaches to understanding personality. • Describe methods used to study personality scientifically. • Define self-concept. • Differentiate personality assessment techniques. • Describe the reliability and validity of personality assessment techniques. • Analyze how personality researchers address issues of stability and change.

National Standards for HS Psychology Curricula (APA)	**Student Learning Objectives**	**Suggested Tasks/Activities**	**Resources/Materials**
Pillar: Social and Personality **Standard Area:** Personality **Content Standards:** 1.3, 1.4, 1.5, 2.1, 2.2, 2.3	• Explain trait-based approaches to understanding personality. • Describe methods used to study personality scientifically. • Define self-concept. • Differentiate personality assessment techniques. • Describe the reliability and validity of personality assessment techniques. • Analyze how personality researchers address issues of stability and change.	• The Big Five • *Freaks and Geeks* and the Big Five • *Freaks and Geeks* and the Big Five Explanations • Personality Portfolio Project	• Understand Yourself - Personality Test • Netflix - The Mind, Explained; Personality • The quiet power of introverts | BBC Ideas - YouTube • Free Personality Test | 16Personalities • What Personality Tests Tell Us About Ourselves : NPR

Key Vocabulary	Personality, Big Five, Openness, Conscientiousness, Extraversion, Introversion, Agreeableness, Neuroticism, Myers Briggs Type Indicator (MBTI), Reliability, Validity, Barnum effect
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 2: Nature and Nurture (4 Weeks)

Core Ideas	Who we are is a product of many factors and cannot be attributed to just one thing.
Essential Questions	How do biology and the environment influence who we are?
Enduring Understanding	Behavior is determined by multiple causes. Biology and the environment jointly influence our thoughts, feelings, and behaviors.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Explain how biological and environmental factors interact to influence personality. • Identify the major divisions and subdivisions of the human nervous system and their functions. • Identify the parts of the neuron and describe the basic process of neural transmission. • Describe the structures and functions of the various parts of the central nervous system. • Explain the importance of plasticity of the nervous system. • Describe the function of the endocrine glands and their interaction with the nervous system. • Identify methods and tools used to study the nervous system. • Describe concepts in behavioral genetics and epigenetics. • Describe the interactive effects of heredity and the environment. • Explain general principles of evolutionary psychology. • Identify ethical requirements for research with human participants and non-human animals. • Explain why researchers need to adhere to an ethics review process. • Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. • Identify key features of social development from prenatal through older adulthood. • Describe the processes of classical conditioning. • Describe clinical and experimental examples of classical conditioning. • Describe observational learning and social learning theory. • Describe the role of mental processes in learning.

National Standards for HS Psychology Curricula (APA)	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
Pillar: Social and Personality **Standard Area:** Personality **Content Standards:** 1.1 **Pillar:** Biological **Standard Area:** Biological Bases of Behavior **Content Standards:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3 **Pillar:** Scientific Inquiry and Research Methods **Standard Area:** Scientific Inquiry and Research Methods **Content Standards:** 3.1, 3.2 **Pillar:** Development and Learning **Standard Area:** Life Span Development **Content Standards:** 1.1, 2.3 **Pillar:** Development and Learning	• Explain how biological and environmental factors interact to influence personality. • Identify the major divisions and subdivisions of the human nervous system and their functions. • Identify the parts of the neuron and describe the basic process of neural transmission. • Describe the structures and functions of the various parts of the central nervous system. • Explain the importance of plasticity of the nervous system. • Describe the function of the endocrine glands and their interaction with the nervous system. • Identify methods and tools used to study the nervous system. • Describe concepts in behavioral genetics and epigenetics. • Describe the interactive effects of heredity and the environment. • Explain general principles of evolutionary psychology.	• *Three Identical Strangers* Viewing Guide • Parenting Scenarios	• Three Identical Strangers: Home	NEON • "Are You a 'Natural'?" • "See Aggression…Do Aggression!"

Standard Area: Learning **Content Standards:** 1.1, 1.2, 3.1, 3.2	• Identify ethical requirements for research with human participants and non-human animals. • Explain why researchers need to adhere to an ethics review process. • Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. • Identify key features of social development from prenatal through older adulthood. • Describe the processes of classical conditioning. • Describe clinical and experimental examples of classical conditioning. • Describe observational learning and social learning theory. • Describe the role of mental processes in learning.		

Key Vocabulary	Nature, Nurture, Family studies, Twin studies, Adoption studies, Permissive parenting, Authoritative parenting, Neglectful parenting, Authoritarian parenting, Executive functioning, Neurons, Synapse, Synaptic pruning, Myelinization, Amygdala, Dopamine, Prefrontal cortex, Albert Bandura, Bobo doll study, Informed consent, Debriefing
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
Differentiation	

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 3: Stress, Sleep, and Screens (7 Weeks)	
Core Ideas	Stress, sleep, and our reliance on screens intersect and interact in many ways.
Essential Questions	• What are the causes and effects of stress? • How can stress be mitigated? • Why is sleep important? • How does one get better sleep? • How does our use of technology and social media relate to mental health? • What persuasive psychological techniques do tech companies use to maximize engagement? • What are the psychological explanations for, and effects of, online shaming/harassment/cancel culture?
Enduring Understanding	• Chronic stress has far-reaching implications. • Sleep is a mysterious but essential part of life.

	• Technology has created a variety of new challenges within the field of psychology.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Define stress as a psychophysiological response to the environment. • Identify sources of stress across the life span. • Explain the physiological and psychological consequences of stress for health and wellness. • Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. • Describe factors that promote resilience and flourishing. • Identify evidence-based strategies that promote health and wellness. • Describe the circadian rhythm and its relation to sleep. • Describe the sleep cycle. • Compare theories about the functions of sleep and of dreaming. • Describe types of sleep disorders. • Describe the challenges associated with diagnosing psychological disorders. • Describe symptoms of psychological disorders. • Identify biological and environmental influences on the expression and experience of negative emotions. • Explain how persuasive methods affect behavior and beliefs. • Describe the processes of operant conditioning. • Describe clinical and experimental examples of operant conditioning.

National Standards for HS Psychology Curricula (APA)	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
Pillar: Mental and Physical Health **Standard Area:** Health **Content Standards:** 1.1, 1.2, 1.3, 1.4, 2,1, 2.2 **Pillar:** Biological **Standard Area:** Consciousness **Content Standards:** 2.1, 2.2, 2.3, 2.4 **Pillar:** Mental and Physical Health **Standard Area:** Disorders **Content Standards:** 2.2, 2.3 **Pillar:** Social and Personality **Standard Area:** Motivation and Emotion **Content Standards:** 5.1 **Pillar:** Social and Personality **Standard Area:** Social **Content Standards:** 2.3 **Pillar:** Development and Learning **Standard Area:** Learning **Content Standards:** 2.1, 2.2	• Define stress as a psychophysiological response to the environment. • Identify sources of stress across the life span. • Explain the physiological and psychological consequences of stress for health and wellness. • Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. • Describe factors that promote resilience and flourishing. • Identify evidence-based strategies that promote health and wellness. • Describe the circadian rhythm and its relation to sleep. • Describe the sleep cycle. • Compare theories about the functions of sleep and of dreaming. • Describe types of sleep disorders. • Describe the challenges associated with diagnosing psychological disorders. • Describe symptoms of psychological disorders. • Identify biological and environmental influences on the expression and experience of negative emotions. • Explain how persuasive methods affect behavior and beliefs. • Describe the processes of operant conditioning.	• Teenagers and Stress Article Excerpts • Teenagers and Stress Connections • *The Social Dilemma* Bingo	• How stress affects your body - Sharon Horesh Bergquist - YouTube • Netflix - Mindfulness Explained • What would happen if you didn't sleep? - Claudia Aguirre - YouTube • The teen sleep crisis: Early school start times are terrible for our kids' health	Salon.com • TRAINED: Dr Jeffrey Durmer	Sleep Like a Champ on Apple Podcasts • Netflix - The Social Dilemma • How one tweet can ruin your life	Jon Ronson - YouTube

	• Describe clinical and experimental examples of operant conditioning.		

Key Vocabulary	Stress, Anxiety, Cortisol, Mindfulness, Cognitive restructuring, REM sleep, Lucid dreaming, Hypnagogia, Sleep paralysis, Night terrors, Melatonin, Dark patterns, Dopamine, Cancel culture, Schadenfreude, Dark tetrad, Online disinhibition effect
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.
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Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
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	• Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 4: Emotion (3 Weeks)

Core Ideas	We are united in our experience of various emotions.
Essential Questions	• How do we experience emotion? • How is emotion expressed in various individuals?
Enduring Understanding	• Emotions are a mix of physiological arousal, expressive behaviors, and consciously experienced thoughts and feelings. • Emotions are both physiological and psychological. • All emotions serve a purpose.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Explain the biological and cognitive components of emotion. • Describe psychological research on basic human emotions. • Differentiate among theories of emotion. • Identify biological and environmental influences on the expression and experience of negative emotions. • Identify biological and environmental influences on the expression and experience of positive emotions.

National Standards for HS Psychology Curricula (APA)	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

Pillar: Social and Personality Standard Area: Motivation and Emotion Content Standards: 3.1, 3.2, 3.3, 5.1, 5.2	• Explain the biological and cognitive components of emotion. • Describe psychological research on basic human emotions. • Differentiate among theories of emotion. • Identify biological and environmental influences on the expression and experience of negative emotions. • Identify biological and environmental influences on the expression and experience of positive emotions.	• The Science of Happiness • Little Emotional Albert • Hostility Inventory • Hostility Inventory Answer Sheet	• Inside Out | Disney+ • "Inside Out": Emotional Truths by Way of Pixar | Psychology Today • NPR's Joy Generator : NPR • Why faces don't always tell the truth about feelings
Key Vocabulary	Paul Ekman, Hedonic treadmill, Flow, Growth mindset, Fixed mindset, Intrinsic motivation, Extrinsic motivation, John Watson, "Little Albert"		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.		
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.		
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.		

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**

	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 5: Mental Health (9 Weeks)	
Core Ideas	Psychological disorders can significantly impact one's life but are treatable.
Essential Questions	How do psychologists measure and define abnormal behavior? How do nature and nature work together to contribute to abnormal behavior? How are various psychological disorders identified and studied? What impact do psychological disorders have on individuals, families, communities, and society? How are the various psychological disorders treated?
Enduring Understanding	There are many myths and social stigmas surrounding disorders. The causes of abnormal behavior are a complex combination of heredity and environment.

	The diagnosis of psychological disorders is a subjective process. Treatment can range in form and success rates.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Define abnormal behavior. • Describe cross-cultural views of abnormality. • Describe major medical and biopsychosocial models of abnormality. • Explain how stigma relates to abnormal behavior. • Explain the impact of psychological disorders on the individual, family, and society. • Describe the classification of psychological disorders. • Describe the challenges associated with diagnosing psychological disorders. • Describe symptoms of psychological disorders. • Describe different types of biomedical and psychological treatments. • Explain why psychologists use a variety of psychological treatments. • Describe appropriate treatments for different populations, including historical use and misuse of treatment. • Identify differences among licensed mental health providers. • Identify legal and ethical requirements for licensed mental health providers. • Identify resources available to support individuals with psychological disorders and their families.

National Standards for HS Psychology Curricula (APA)	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
Pillar: Mental and Physical Health **Standard Area:** Disorders **Content Standards:** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 **Pillar:** Mental and Physical Health **Standard Area:** Therapies **Content Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	• Define abnormal behavior. • Describe cross-cultural views of abnormality. • Describe major medical and biopsychosocial models of abnormality. • Explain how stigma relates to abnormal behavior. • Explain the impact of psychological disorders on the individual, family, and society. • Describe the classification of psychological disorders. • Describe the challenges associated with diagnosing psychological disorders. • Describe symptoms of psychological disorders. • Describe different types of biomedical and psychological treatments. • Explain why psychologists use a variety of psychological treatments. • Describe appropriate treatments for different populations, including historical use and misuse of treatment. • Identify differences among licensed mental health providers. • Identify legal and ethical requirements for licensed mental health providers. • Identify resources available to support individuals with psychological disorders and their families.	• Anxiety and Obsessive-Compulsive Disorders Case Studies • Mental Health Advocacy Poster	• Understanding the mental health crisis afflicting American teens : NPR • Vudu - Ken Burns Presents Hiding in Plain Sight: Episode One: The Storm • High-School Athletes Are Struggling With Mental Illness - The Atlantic • Anxiety, Explained • How to use exposure therapy to overcome phobias - YouTube • Sybil: A Brilliant Hysteric?	Retro Report	The New York Times - YouTube • Teens	NAMI: National Alliance on Mental Illness • How To Help Someone At Risk Of Suicide : Short Wave : NPR

Key Vocabulary	Diathesis-Stress Model, *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5),* Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Tourette's Disorder, Delusional Disorder, Schizophrenia, Bipolar I Disorder, Bipolar II Disorder, Major Depressive Disorder, premenstrual Dysphoric Disorder, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Panic attack, generalized Anxiety Disorder, Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Posttraumatic Stress Disorder, Dissociative Identity Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder, Antisocial personality Disorder, Borderline Personality Disorder, Narcissistic Personality Disorder, Obsessive-Compulsive Personality Disorder, Delusions, Hallucinations, Cognitive-Behavioral therapy, Electroconvulsive therapy (ECT), Transcranial Magnetic Stimulation (TMS), Exposure therapy, Psychologist, Psychiatrist			
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles			
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.			
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.			
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects

• Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 6: Social Psychology (7 Weeks)

Core Ideas	We influence others – and they influence us – in profound ways.
Essential Questions	How do other people shape our thinking? How do other people shape our actions? How does the presence of people affect our performance on tasks? What factors affect our interactions with different groups of people?
Enduring Understanding	Social interaction shapes how we think and act. Various factors affect who we choose to interact with.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Describe attributional explanations of behavior. • Explain how experiences shape attitudes and beliefs. • Explain how attitudes, biases, and beliefs affect behavior and relationships with others. • Explain how the presence of other people can affect behavior. • Describe how intergroup dynamics influence behavior. • Explain how persuasive methods affect behavior and beliefs. • Identify factors influencing attraction and relationships. • Identify factors influencing aggression and conflict. • Identify factors influencing altruism and helping behaviors.

National Standards for HS Psychology Curricula (APA)	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

Pillar: Social and Personality **Standard Area:** Social **Content Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 **Pillar:** Social **Standard Area:** Multiculturalism and Gender **Content Standards:** 1.3, 1.4, 2.3	• Describe attributional explanations of behavior. • Explain how experiences shape attitudes and beliefs. • Explain how attitudes, biases, and beliefs affect behavior and relationships with others. • Explain how the presence of other people can affect behavior. • Describe how intergroup dynamics influence behavior. • Explain how persuasive methods affect behavior and beliefs. • Identify factors influencing attraction and relationships. • Identify factors influencing aggression and conflict. • Identify factors influencing altruism and helping behaviors. • Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination. • Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity. • Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation.	• Person Perception Research Project Instructions • How Cults Work	• The troubling details behind the night a N.J. student died at Penn State - nj.com • Asch Conformity Experiment - YouTube • CommonLit | The Milgram Experiment • Watch Truth and Lies: Jonestown, Paradise Lost Streaming Online | Hulu (Free Trial)

Key Vocabulary	Obedience, Stanley Milgram, Conformity, Solomon Asch, Pluralistic ignorance, Diffusion of responsibility, Fundamental attribution error, Self-serving bias, Bystander effect, Cognitive dissonance, Prejudice, Discrimination, Stereotypes, Privilege
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 7: Psychology and the Law (6 Weeks)	
Core Ideas	Although law and psychology are two different fields, they are united by their interest in human behavior.
Essential Questions	How does psychology help one understand the law and the legal system?
Enduring Understanding	Psychological concepts can be applied to legal issues in many ways. While psychology's goal is to understand human behavior and law's goal is to regulate it, both fields make assumptions about what makes people act the way they do.
Practice	Developing Questions and Planning Inquiries, Developing Claims and Using Evidence, Communicating and Critiquing Conclusions
Performance Expectations	• Recognize the conflicts embedded in the interaction of psychology and the law.

	• Analyze the research regarding the validity of eyewitness testimony, confessions, and lie detectors. • Describe the basic elements in forensic assessment of competence and insanity. • Identify the psychological factors involved in incarceration and current treatment modalities. • Identify how forensic psychologists are utilized within the justice system. • Describe how different cultures deal with similar justice issues.		
National Standards for HS Psychology Curricula (APA)	**Student Learning Objectives**	**Suggested Tasks/Activities**	**Resources/Materials**
Pillar: Cognition **Standard Area:** Memory **Content Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 **Pillar:** Mental and Physical Health **Standard Area:** Disorders **Content Standards:** 1.1, 1.5, 2.2, 2.3 **Pillar:** Mental and Physical Health **Standard Area:** Therapies **Content Standards:** 1.1, 1.2, 1.3 **Pillar:** Social **Standard Area:** Multiculturalism and Gender **Content Standards:** 1.3, 1.4	• Recognize the conflicts embedded in the interaction of psychology and the law. • Analyze the research regarding the validity of eyewitness testimony, confessions, and lie detectors. • Describe the basic elements in forensic assessment of competence and insanity. • Identify the psychological factors involved in incarceration and current treatment modalities. • Identify how forensic psychologists are utilized within the justice system. • Describe how different cultures deal with similar justice issues.	• *Speaking of Psychology:* "False Confession Aren't Always What They Seem" Listening Guide • Identifying Psychopathic Traits	• Into the Mind of a Psychopath | Discover Magazine • Former FBI Agent Breaks Down Interrogation Techniques | WIRED - YouTube • Who would confess to a murder they didn't commit? Maybe you. | Nancy Franklin | TEDxSBU - YouTube
Key Vocabulary	Elizabeth Loftus, Reconstructive memory, Psychopath, Sociopath, Competence, Insanity		
Evidence of Learning	Assessments: multiple-choice quizzes, projects, reflections, Edpuzzles		
Interdisciplinary Connections	Scientific inquiry and research methods are integrated into every part of the course. Psychological science relies on empirical evidence and adapts as new data develop; this provides the base from which all other psychological knowledge is built. With this understanding that psychology is a science, students can fully appreciate the ongoing significance of the work of psychologists in understanding behavior and mental processes in reliable and valid ways. Visit https://www.apa.org/education-career/k12/national-standards to see additional standards and learning objectives for the integrative themes of scientific inquiry and research methods.		
Diversity, Equity, & Inclusion	The centrality of equity, diversity, and inclusion to psychology is evident across all of the units included in this document, such as by emphasizing the role of individual differences in shaping human behavior and highlighting how psychology promotes equity and fosters inclusion in pursuit of a more just society. Throughout the course, psychology is presented through a lens that is comprehensive of the field's diverse topics of study, representative of the field's diverse contributors, and respectful of the field's diverse research participants. Issues of race and ethnicity, culture, gender identity and expression, sexual orientation, disability, religion, socioeconomic status, national origin, and age are present. In addition, the curriculum addresses how psychology's history includes both successes and abuses, and how psychologists contribute to building a just, diverse, and equitable society.		
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.		

	RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
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