

Psychology for Everyday Living (Level 3)

Unit 1: Biological Basis of Behavior

Stage 1: Desired Results

Standards & Indicators:

National Standards for High School Psychology

Standard area: Biological Bases of Behavior

- 1. Structure and function of the nervous system and endocrine system in human and non-human animals.**
- 2. The interaction between biological factors and experiences**

Standard Area: Sensation and Perception

- 1. The functions of sensory systems**
 - 2. The capabilities and limitations of sensory processes**
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- 1. The process of perception**
 - 2. The interaction between the person and the environment in determining perception**

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	
9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	With a growth mindset, failure is an important part of success.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to

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9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).	Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.
<u>Central Idea/Enduring Understanding:</u> <i>The student will understand that:</i> <ul style="list-style-type: none"> Psychology is empirical. Behavior is determined by multiple causes. Heredity and environment jointly influence behavior. Individuals are driven by internal and external forces. Ethics is important in both scientific research and the practice of psychology. People's experience of the world is highly subjective <i>The student will understand that:</i> <ul style="list-style-type: none"> the processes of sensation and perception the capabilities and limitations of sensory processes Interaction of the person and the environment in determining perception. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Why do I do what I do? Is my behavior influenced by nature or nurture? What makes me similar to others? What makes me unique? What constitutes an ethical study? What causes my reactions? Do my expectations guide my perceptions? What is the difference between sensing and perceiving? What are the limitations of perceptions? How does the environment influence sensation and perception?
<u>Content:</u> <i>After concluding this unit, students understand:</i> <ol style="list-style-type: none"> Structure and function of the nervous system in human and non-human animals Structure and function of the endocrine system The interaction between biological factors and experience Methods and issues related to biological advances The processes of sensation and perception The capabilities and limitations of sensory processes Interaction of the person and the environment in determining perception 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1.1. Explain how biological and environmental factors interact to influence personality 1.2. Explain social-cognitive approaches to understanding personality 1.3. Explain trait-based approaches to understanding personality 1.4. Describe methods used to study personality scientifically 1.5. Define self-concept 2.1. Differentiate personality assessment techniques 2.2. Describe the reliability and validity of personality assessment techniques 2.3. Analyze how personality researchers address issues of stability and change

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	<p>1.1. Explain the process of sensory transduction</p> <p>1.2. Explain the basic concepts of psychophysics such as threshold and adaptation</p> <p>2.1. Identify different stimuli for which humans have sensory receptors and explain what this means for their sensory abilities</p> <p>2.2. Describe the visual sensory system</p> <p>2.3. Describe the auditory sensory system</p> <p>2.4. Describe chemical and tactile sensory systems</p> <p>1.1. Describe principles of perception</p> <p>1.2. Explain the concepts of bottom-up and top-down processing</p> <p>2.1. Explain Gestalt principles of perception</p> <p>2.2. Describe binocular and monocular depth cues</p> <p>2.3. Describe perceptual constancies</p> <p>2.4. Describe the nature of attention</p> <p>2.5. Explain how diverse experiences and expectations influence perception</p>
<p>Interdisciplinary Connections:</p> <p>-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Texts</p> <p>-Writing: Writing Research, Sources of Evidence</p> <p>The content in this unit informs students' understanding of biology i.e. the nervous and endocrine systems, the study of ethics, and health, specifically 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p>Performance Task(s):</p> <p>Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.</p> <ul style="list-style-type: none"> • Build model of a neuron using everyday material • Make a Brain hat to learn about the major parts of the brain 	<p>Other Evidence:</p> <p>Journal Reflections: apply concepts and make personal connections to daily lessons.</p> <p>Reaction Paper Writing: analyzing articles reflecting content concepts.</p> <p>Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.</p>

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<ul style="list-style-type: none"> • Demonstrate reflex arc using a simple experiment • Setup stations to explore different senses • Poster illustrating functions of left and right brain • Role-play to demonstrating functions of hormones • Conduct a sleep patterns of classmates • Presentation on healthy habits for brain development 	<p>Evaluate TED Talks regarding expertise and cutting edge psychology research.</p> <p>Keep a dream log and identify concepts like habituation, lucid dreaming, and stages of sleep</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Small and large group discussions: types of nervous systems</p> <p>Debate: Is brain damage permanent?</p> <p>Seminars on Brain types</p> <p>Jigsaw Cooperative Learning neurotransmitters</p> <p>Note taking from primary and secondary sources</p> <p>Report writing on one brain part:</p> <p>View movie, "Awakenings" to analyze for validity and credibility according to the APA Code of Ethics</p> <p>Group project on one of the senses</p> <p>Exit slips</p> <p>Demonstrations/Experiments "The Pendulum" Group created sensation demos</p> <p>Tests and Quizzes</p> <p>Case Study analysis of Phineas Gage</p> <p>Use of graphic Organizers to illustrate concepts Brain parts, neuron parts, senses</p> <p>Journals: Weekly reflections</p>	<p><u>Resources:</u></p> <p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Kahn Academy videos on biology.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities	Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

<u>Unit 2:</u> Human Development and Learning		
Stage 1: Desired Results		
<u>Standards & Indicators:</u>		
<u>National Standards for High School Psychology</u>		
Standard Area: LifeSpan Development <ol style="list-style-type: none"> 1. Methods and issues in life span development 2. Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) 		
Standard Area: Learning <ol style="list-style-type: none"> 1. Classical conditioning 2. Operant conditioning 3. Observational learning, social learning theory, and mental processes in learning 		
<u>Career Readiness, Life Literacies and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	The ability to assess external information is a necessary skill to make informed decisions aligned

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9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	to one's goals.
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
Central Idea/Enduring Understanding: <i>The student will understand that:</i> <ul style="list-style-type: none"> • Heredity and environment jointly influence behavior. • Behavior is shaped by cultural heritage. • Behavior is determined by multiple causes. • Psychology is theoretically diverse. • Ethics is important in both scientific research and the practice of psychology. • Psychology evolves in a sociohistorical context. 		Essential/Guiding Question: <ul style="list-style-type: none"> • Why do I do what I do? • Is my behavior influenced by nature or nurture? • What makes me similar to others? • What makes me unique? • How can awareness of various points of view enhance my understanding of human behavior? • What constitutes an ethical study? • How do humans learn? • How do we process information? • When do I learn?
Content: <ol style="list-style-type: none"> 1. Methods and issues in lifespan development 2. Theories of lifespan 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. Classical conditioning 9. Operant conditioning 10. Observational and cognitive learning 		Skills(Objectives): <ol style="list-style-type: none"> 1.1. Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development 1.2. Explain issues of continuity/discontinuity and stability/change 1.3. Distinguish methods used to study development 1.4. Describe the role of sensitive and critical periods in development 2.1. Identify key features of physical development from prenatal through older adulthood

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	<p>2.2. Identify key features of cognitive development from prenatal through older adulthood</p> <p>2.3. Identify key features of social development from prenatal through older adulthood</p> <p>1.1. Describe the processes of classical conditioning</p> <p>1.2. Describe clinical and experimental examples of classical conditioning</p> <p>2.1. Describe the processes of operant conditioning</p> <p>2.2. Describe clinical and experimental examples of operant conditioning</p> <p>3.1. Describe observational learning and social learning theory</p> <p>3.2. Describe the role of mental processes in learning</p>
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Texts

-Writing: Writing Research, Sources of Evidence

The content in this unit informs students' understanding of genetics i.e. hereditary, the study of ethics, and health, specifically 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Stage 2: Assessment Evidence

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning.

- Collage on stages of human development
- Create a presentation on physical and emotional changes during puberty
- Design a board game that illustrates piaget's stages
- Survey to identify classmates preferred learning styles
- Create a poster outlining Erikson's stages psychosocial development
- Flip Book that demonstrates different learning strategies
- Short story that explores family influences development

Other Evidence:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts.

Evaluate TED Talks regarding expertise and cutting edge psychology research.

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Small and large group discussions on parenting and learning metacognition activities Individual and group projects Debate on spanking Jigsaw Cooperative Learning emotional and moral dev. Note taking from primary and secondary source</p> <p>View contemporary movies to analyze for validity and credibility according to the APA Code of Ethics “Feral Children” Fishbowl discussions parenting styles Exit slips Role plays “What would you do?” Demonstrations/Experiments Little Albert, Skinner Box, Bobo doll Tests and Quizzes Interviews with parents Journals: Weekly reflections</p>	<p><u>Resources:</u></p> <p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p>Crashcourse video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p>	<p>On Grade Level Students</p>	<p>Struggling Students</p>	<p>Special Needs/ELL</p>
<p><i>Learning Contracts</i> Alternative Assessments Anchor Activities Audio Recordings</p>	<p>Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders</p>	<p>Audio Recordings Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks,</p>

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Centers/Stations Curriculum Compacting Flexible Grouping Games Homework Options Instructional Ladders Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding	Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Scaffolding Simulations Tiered Activities	Menus/Agendas Multiple Intelligence Options Performance Assessments Question Choices Reading Buddies Scaffolding Simulations Tiered Activities Tiered Rubrics	giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 3: Consciousness, Memory and Personality

Stage 1: Desired Results

Standards & Indicators:

National Standards for High School Psychology

Standard area: Consciousness

1. The different states and levels of consciousness
2. Characteristics and functions of sleep and theories that explain why we sleep and dream
3. Categories of psychoactive drugs and their effects

Standard Area: Memory

1. Processes of memory
2. Factors influencing memory

Standard Area: Personality

1. Empirical approaches to studying and understanding personality
2. Assessment of personality

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	

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9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
<u>Central Idea/Enduring Understanding:</u> <i>The student will understand that:</i> <ul style="list-style-type: none"> Psychology is empirical. Behavior is determined by multiple causes. Heredity and environment jointly influence behavior. Individuals are driven by internal and external forces. Ethics is important in both scientific research and the practice of psychology. People's experience of the world is highly subjective. Psychology is theoretically diverse. Behavior is shaped by cultural heritage. Ethics is important in both scientific research and the practice of psychology. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Why do I do what I do? Is my behavior influenced by nature or nurture? What makes me similar to others? What makes me unique? What causes my reactions? Do my expectations guide my perceptions? How do we get information into our memory? How does our brain filter information? What are the biological bases of memory? Can we improve our memory? What constitutes an ethical study? What is my personality? What shapes my personality? How can my personality be measured?
<u>Content:</u> <ol style="list-style-type: none"> The relationship between conscious and unconscious processes Characteristics of sleep and theories that explain why we sleep and dream 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1.1. Identify states of consciousness 1.2. Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

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<p>3. Categories of psychoactive drugs and their effects</p> <p>4. Other states of consciousness</p> <p><i>After concluding this unit, students understand:</i></p> <p>5. Encoding of memory</p> <p>6. Storage of memory</p> <p>7. Retrieval of memory</p> <p><i>After concluding this unit, students understand:</i></p> <p>8. Perspectives on personality</p> <p>9. Assessment of personality</p> <p>10. Issues in personality</p>	<p>1.3. Identify the effects of meditation, mindfulness, and relaxation</p> <p>1.4. Describe characteristics of and current conceptions about hypnosis</p> <p>2.1. Describe the circadian rhythm and its relation to sleep</p> <p>2.2. Describe the sleep cycle</p> <p>2.3. Compare theories about the functions of sleep and of dreaming</p> <p>2.4. Describe types of sleep disorders</p> <p>3.1. Characterize the major categories of psychoactive drugs and their effects</p> <p>3.2. Describe how psychoactive drugs work in the brain</p> <p>3.3. Describe the physiological and psychological effects of psychoactive drugs</p> <p>1.1. Explain the processes of encoding, storage, and retrieval</p> <p>1.2. Describe systems of memory (i.e., sensory, working, and long-term memory)</p> <p>1.3. Differentiate types of memory (i.e., implicit and explicit)</p> <p>2.1. Explain strategies for improving the encoding, storage, and retrieval of memories</p> <p>2.2. Describe memory as a reconstructive process</p> <p>2.3. Explain kinds of forgetting or memory failures</p> <p>2.4. Identify disorders that impact the function of Memory</p> <p>1.1. Explain how biological and environmental factors interact to influence personality</p> <p>1.2. Explain social-cognitive approaches to understanding personality</p> <p>1.3. Explain trait-based approaches to understanding personality</p> <p>1.4. Describe methods used to study personality scientifically</p> <p>1.5. Define self-concept</p>
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	<p>2.1. Differentiate personality assessment techniques</p> <p>2.2. Describe the reliability and validity of personality assessment techniques</p> <p>2.3. Analyze how personality researchers address issues of stability and change</p>
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Texts

-Writing: Writing Research, Sources of Evidence

The content in this unit informs students' understanding of the study of ethics, and health, specifically 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

Stage 2: Assessment Evidence

Performance Task(s):

Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serve as evidence of learning.

- Short mindfulness meditation session for classmates
- Organize a memory game tournament using cards
- Dream journal analyze recurring themes
- Research and report on activity of altered consciousness
- Poster showing different memory techniques
- Comic Strip depicting different personality traits
- Survey to explore classmates sleep patterns and their impact

Other Evidence:

Journal Reflections: apply concepts and make personal connections to daily lessons.

Reaction Paper Writing: analyzing articles reflecting content concepts.

Evaluate TED Talks regarding expertise and cutting edge psychology research.

Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Small and large group discussions on your own memory
group projects "Memory Application"
Debate on dementia
Seminars memory disorders
Note taking from primary and secondary sources
Create multimedia presentations
Report writing disorder

Resources:

[Kasschau, R. A. \(2014\). Understanding Psychology. McGraw--Hill Education.](#)

[APA.org](#)

Student selected articles from Pemberton High School library.

Crashcourse video series.

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<p>Fishbowl discussions: Cell phone and social media on ADD</p> <p>Exit slips</p> <p>Guest speakers working in various subfields of psychology: Nurse who works with dementia patients</p> <p>PTHS professional from the CST</p> <p>Role plays: Caring for a family member with dementia</p> <p>Demonstrations/Experiments iconic vs acoustic memory</p> <p>Tests and Quizzes</p> <p>Interviews in the Medical field</p> <p>Use of graphic Organizers to illustrate concepts</p> <p>Sleep and Dreaming journals</p>	<p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p><i>Learning Contracts</i></p> <p>Alternative Assessments</p> <p>Anchor Activities</p> <p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence Options</p> <p>Performance Assessments</p> <p>Question Choices</p> <p>Reading Buddies</p> <p>Scaffolding</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence Options</p> <p>Performance Assessments</p> <p>Question Choices</p> <p>Scaffolding</p> <p>Simulations</p> <p>Tiered Activities</p>	<p>Audio Recordings</p> <p>Centers/Stations</p> <p>Curriculum Compacting</p> <p>Flexible Grouping</p> <p>Games</p> <p>Homework Options</p> <p>Instructional Ladders</p> <p>Menus/Agendas</p> <p>Multiple Intelligence Options</p> <p>Performance Assessments</p> <p>Question Choices</p> <p>Reading Buddies</p> <p>Scaffolding</p> <p>Simulations</p> <p>Tiered Activities</p> <p>Tiered Rubrics</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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Unit 4: Abnormal Behavior and Treatment of Mental Disorders

Stage 1: Desired Results

Standards & Indicators:

National Standards for High School Psychology

Standard Area: Disorders

1. Perspective on abnormal behavior
2. Categories of psychological disorders

Standard Area: Therapies

1. Types of treatment
2. Legal, ethical, and professional issues in the treatment of psychological disorders

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.FP.3	Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.FP.4	Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.	
9.1.12.FP.5	Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.	
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
<u>Central Idea/Enduring Understanding:</u> <i>The student will understand that:</i> <ul style="list-style-type: none"> Behavior is determined by multiple causes. Heredity and environment jointly influence behavior. Behavior is shaped by cultural heritage. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What is normal? How do we measure normal behaviors? Why do I do what I do? How much of my behavior is influenced by nature? How much by nurture? What constitutes ethical treatment?
<u>Content:</u> <i>After concluding this unit, students understand:</i> <ol style="list-style-type: none"> Perspectives on abnormal behavior Categories of psychological disorders 		<u>Skills(Objectives):</u> <ol style="list-style-type: none"> 1.1. Define abnormal behavior 1.2. Describe cross-cultural views of abnormality 1.3. Describe major medical and biopsychosocial models of abnormality 1.4. Explain how stigma relates to abnormal behavior 1.5. Explain the impact of psychological disorders on the individual, family, and society 2.1. Describe the classification of psychological disorders 2.2. Describe the challenges associated with diagnosing psychological disorders 2.3. Describe symptoms of psychological disorders 1.1. Describe different types of biomedical and psychological treatments 1.2. Explain why psychologists use a variety of psychological treatments 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment 2.1. Identify differences among licensed mental health providers 2.2. Identify legal and ethical requirements for licensed mental health providers

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	2.3. Identify resources available to support individuals with psychological disorders and their families
<p><u>Interdisciplinary Connections:</u></p> <p>-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Texts</p> <p>-Writing: Writing Research, Sources of Evidence</p> <p>The content in this unit informs students' understanding of genetics i.e. hereditary, the study of ethics, and health, specifically 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood, 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life, and 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Students will engage in a learning activity or assessment that asks them to perform to demonstrate their knowledge, understanding and proficiency. The task will yield a tangible product and/or performance that serves as evidence of learning.</p> <ul style="list-style-type: none"> • Role-play based on case study of fictional character with mental disorders • Develop a campaign to reduce stigma • Mental health first aid training workshop • Outline plan strategies for emotional well-being • Make brochures on that educate specific mental disorder • Workshop on mindfulness and relaxation techniques to manage stress and anxiety • Debate on common myths and facts of mental disorders 	<p><u>Other Evidence:</u></p> <p>Journal Reflections: apply concepts and make personal connections to daily lessons.</p> <p>Reaction Paper Writing: analyzing articles reflecting content concepts.</p> <p>Evaluate TED Talks regarding expertise and cutting edge psychology research.</p> <p>Extension Assignments: Using the library databases find and share additional evidence to a single concept contained in the unit.</p>
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Small and large group discussions on personality disorders</p> <p>Debates avoiding addiction</p> <p>Seminars on mental disorders</p> <p>Note taking from primary and secondary sources</p> <p>Create multimedia presentations your own TED Talk</p> <p>View contemporary movies to analyze for validity and credibility according to the APA Code of Ethics, "A Beautiful Mind"</p>	<p><u>Resources:</u></p> <p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p>

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<p>Fishbowl discussions: nature or nurture regarding mental disorders</p> <p>Exit slips</p> <p>Guest speakers working in various subfields of psychology: HIVE speaker</p> <p>Role plays: deescalating friends</p> <p>Tests and Quizzes</p> <p>Use of graphic Organizers to illustrate concepts</p> <p>Journals: Weekly reflections</p>	<p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

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Pacing Guide

Content	Resources	Standards
UNIT 1: Biological Basis of Behavior		
<p>22 Days</p> <p>Neurons (5 days)</p> <p>Brain parts (5 days)</p> <p>Sensations (5 days)</p> <p>Perception (5 days)</p> <p>Unit Online Assessment (2 days)</p>	<p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Kahn Academy videos on biology.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 	<p>Standard area: Biological Bases of Behavior</p> <ol style="list-style-type: none"> 1. Structure and function of the nervous system and endocrine system in human and non-human animals. 2. The interaction between biological factors and experiences <p>Standard Area: Sensation and Perception</p> <ol style="list-style-type: none"> 1. The functions of sensory systems 2. The capabilities and limitations of sensory processes <ol style="list-style-type: none"> 1. The process of perception 2. The interaction between the person and the environment in determining perception

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UNIT 2: Human Development and Learning		
<p>23 Days</p> <p>Physical Development (3 days) Emotional Development (4 days) Cognitive Development (5 days) Moral Development (4 days) Classical vs. Operant Conditioning (5 days)</p> <p>Unit Online Assessment (2 days)</p>	<p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p>Crashcourse video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 	<p>Standard Area: LifeSpan Development</p> <ol style="list-style-type: none"> 1. Methods and issues in life span development 2. Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood) <p>Standard Area: Learning</p> <ol style="list-style-type: none"> 1. Classical conditioning 2. Operant conditioning 3. Observational learning, social learning theory, and mental processes in learning
UNIT 3: Consciousness, Memory and Personality		
<p>23 Days</p> <p>Sleep and Dreaming (8 days) Altered States (4 days) Memory (5 days)</p>	<p>Kasschau, R. A. (2014). Understanding Psychology. McGraw--Hill Education.</p> <p>APA.org</p>	<p>Standard area: Consciousness</p> <ol style="list-style-type: none"> 1. The different states and levels of consciousness 2. Characteristics and functions of sleep and theories that explain why we sleep and dream

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<p>Personality (4 days)</p> <p>Unit Online Assessment (2 days)</p>	<p>Student selected articles from Pemberton High School library.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p> <p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar 	<p>3. Categories of psychoactive drugs and their effects</p> <p>Standard Area: Memory</p> <ol style="list-style-type: none"> 1. Processes of memory 2. Factors influencing memory <p>Standard Area: Personality</p> <ol style="list-style-type: none"> 1. Empirical approaches to studying and understanding personality 2. Assessment of personality
UNIT 4: Abnormal behavior and treatment of Mental Disorders		
<p>22 Days</p> <p>Spectrum Behavior (4 days)</p> <p>Diagnosis and the DSM (4 days)</p> <p>Talk therapy (4 days)</p> <p>Psychopharmacology and surgery (3 days)</p> <p>Auxiliary Treatments (5 days)</p> <p>Unit Online Assessment (2 days)</p>	<p>Kasschau, R. A. (2014). <i>Understanding Psychology</i>. McGraw--Hill Education.</p> <p>APA.org</p> <p>Student selected articles from Pemberton High School library.</p> <p><i>Crashcourse</i> video series.</p> <p>Kahoot vocabulary flashcards</p>	<p>Standard Area: Disorders</p> <ol style="list-style-type: none"> 1. Perspective on abnormal behavior 2. Categories of psychological disorders <p>Standard Area: Therapies</p> <ol style="list-style-type: none"> 1. Types of treatment 2. Legal, ethical, and professional issues in the treatment of psychological disorders

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	<p><i>Forty Studies that Changed Psychology: Explorations into the History of Psychological Research</i>, 4th edition, Prentice Hall, 2002</p> <p>Various TED Talks</p> <p>Teacher selected articles from; <i>Psychology Today</i> and <i>The New York Times</i>.</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth• LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar	
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