

Shepard Preparatory High School

Psychology  
Curriculum



Psychology is the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by seven units based on the physiological, cognitive, behavioral, and affective domains of psychology. This course stresses the application of academic content to the student's life.

## Unit 1

### Science Practices

<a href="#"><u>Timeframe</u></a>	Week 1-2
<a href="#"><u>Unit Overview</u></a>	This unit is an introduction to the science of psychology, from its early days to today. The science of psychology informs the understanding of behavior and mental processes as psychologists attempt to explain and predict why people behave and feel as they do. Systematic data collection and analysis help psychologists conduct research free of errors.
<a href="#"><u>Essential Questions</u></a>	<ol style="list-style-type: none"><li>1. What are the goals of Psychology?</li><li>2. How did Psychology develop as a unique form of study?</li><li>3. How do psychologists gather information?</li><li>4. What can influence the results of experiments?</li></ol>
<a href="#"><u>Unit Focus</u></a>	<ul style="list-style-type: none"><li>• Describe the history of the study of psychology</li><li>• List and describe specialty fields in psychology</li><li>• Identify, explain and use the scientific methods of inquiry: case study, naturalistic observation, survey, correlation and experimentation</li></ul>
<a href="#"><u>Interdisciplinary Connections</u></a>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>
<a href="#"><u>Common Assessments</u></a>	<ul style="list-style-type: none"><li>• Case study analyses</li><li>• Classwork-Guided Reading/Notes</li><li>• Participation</li><li>• Projects</li><li>• Chapter Quizzes</li><li>• End of chapter tests</li><li>• End of unit tests</li></ul>
<a href="#"><u>Materials</u></a>	

Common Materials		Supplemental Materials	
<p><u>Primary Text:</u> Kasschau, Richard. <i>Understanding Psychology</i>. Ohio: McGraw-Hill Education, 2014</p> <p>Online teacher resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a> Online student text and resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a></p>		<p>Case Studies Guided reading/summarizing activities Video series-Discovering Psychology, PBS Kahn Academy Crash Course Videos APA Website</p>	
New Jersey Student Learning Standards (NJSLS)			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
<p><i>APA National Standards for High School Psychology</i></p>	<p><i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p><i>Career Ready Practices</i> <i>9.2: Career Awareness, Exploration, and Preparation</i></p>	<p><i>Secondary Science and Social Studies Only</i></p>
<p>8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.</p> <ul style="list-style-type: none"> <li>● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 4 Introduction to Psychology 2025</li> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● • 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data</li> </ul>	<p><b>8.1</b> Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial</p>	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> <li>● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a 3 Introduction to Psychology 2025 comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</li> <li>● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue,</li> </ul>

<ul style="list-style-type: none"> <li>● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>● 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</li> <li>● 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic consideration</li> </ul>		<p>situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>use of different media or formats).</p> <ul style="list-style-type: none"> <li>● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</li> <li>● RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</li> <li>● W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. opportunity to integrate climate change education.</li> <li>● W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</li> <li>● SL.PE.11–12.1. Initiate and</li> </ul>
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			<p>participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>● SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>● SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>
<u>Differentiation</u>			
<b>Differentiation for Support</b>		<b>Differentiation for Enrichment/Honors</b>	
<p><b>Accommodations for Classroom:</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments  Model skills / techniques to be mastered  Extended time to complete class work</p>		<p>Use of higher level questioning techniques  Provide assessments that require higher level thinking  Increased production of writing assignments  Varying time requirements to complete assignments</p>	

<p>Student-directed learning/ independent studies when appropriate</p> <p><b>Accommodations for Homework and Assignments:</b>          Extended time to complete assignments          Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Accommodations for Assessments:</b>          Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>          Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Independent studies at teacher/admin discretion          Extension activities</p> <p><b>Further Modifications for Honors Students</b>          Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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Activities

**Measuring & Data Collection:**

**Bubble Gum Lab:** Measure the mass of gum before and after chewing using balances, encouraging, data recording, and graphing.

**Measurement Olympics:** Measure length, volume, and mass using standard and non-standard units (e.g., measuring desk length with paperclips).

**Plant Growth Monitoring:** Measure plant height over time to create line graphs.

**Predicting & Inferring:**

**Sink or Float:** Predict which items will float, test them, and infer why based on density or shape.

**Magnet Prediction:** Predict how many paperclips a magnet can hold.

**Communicating & Experimenting:**

**Scientific Drawing/Mapping:** Draw observations and create graphs to represent data, such as mapping where specific types of trees are located in a park.

**Procedure Writing:** Have students write instructions for a simple task (e.g., making a peanut butter sandwich) and have another student follow it exactly to highlight the importance of clear, technical communication.

**Key Tips for Implementation:**

**Use Tools:** Provide magnifying glasses, microscopes, balances, and thermometers to extend senses.

**Re-Sort:** Encourage sorting the same set of objects in multiple ways (e.g., sort buttons by color, then by number of holes).

**Focus on Process:** Encourage students to discuss their methods, variables, and conclusions, not just the final result.

Unit 2	
Development-Infancy through Adulthood	
<u>Timeframe</u>	6 weeks
<u>Unit Overview</u>	The physical, mental, and emotional changes that an individual undergoes over the course of his or her lifetime raise a number of questions about who we are and how we develop as human beings. One such question is whether our traits are stable or changeable throughout our lifetime; another is whether development is a continuous, gradual process or a set of discrete stages. This unit is an overview of human development, from infancy to old age.
<u>Essential Questions</u>	<p>How do cognitive abilities change from birth through adulthood and old age?</p> <p>How do physical changes impact emotional development?</p> <p>How does culture influence behavior?</p> <p>How do people manage life changes?</p>
<u>Unit Focus</u>	<ul style="list-style-type: none"> <li>• Describe the physical, cognitive, ideological, emotional changes that characterize the major stages of human development</li> <li>• Compare/contrast the effects of heredity vs. environment</li> <li>• Compare theories of social development and personality</li> </ul>
<u>Interdisciplinary Connections</u>	<p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Case study analyses</li> <li>• Classwork-Guided Reading/Notes</li> <li>• Participation</li> <li>• Projects</li> <li>• Chapter quizzes</li> <li>• End of chapter tests</li> <li>• End of unit tests</li> </ul>
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New Jersey Student Learning Standards (NJSLS)			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
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<p>culture, society, and environment and share this information with the appropriate audience.</p> <ul style="list-style-type: none"> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic consideration</li> </ul>			<p>and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <ul style="list-style-type: none"> <li>● SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>● SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>
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## Differentiation

### Differentiation for Support (504, ELL, Special Education, Struggling Learners)

### Differentiation for Enrichment/Honors

**Accommodations for Classroom:**

Pair visual prompts with verbal presentations  
Ask students to restate information, directions, and assignments  
Model skills / techniques to be mastered  
Extended time to complete class work  
Student-directed learning/ independent studies when appropriate

**Accommodations for Homework and Assignments:**

Extended time to complete assignments  
Provide the student with clearly stated (written) expectations and grading criteria for assignments

**Accommodations for Assessments:**

Extended time on classroom assessments

**Further Modifications for General Curriculum students:**

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Use of higher level questioning techniques  
Provide assessments that require higher level thinking  
Increased production of writing assignments  
Varying time requirements to complete assignments  
Independent studies at teacher/admin discretion  
Extension activities

**Further Modifications for Honors Students**

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

## Activities

**Toy Analysis:** Students analyze toys for specific age groups (infant, toddler, preschooler) to identify which developmental domains (cognitive, fine/gross motor, social) they support.

**Lifespan Interview:** Interviewing an adult over 65 about their life stages, key developmental milestones, and advice.

**Debates & Discussions:** Debating topics like nature vs. nurture, the impact of parenting styles, or screen time on development.

**Observation Reports:** Observing children in daycare or school settings and mapping their behavior to Piagetian or Eriksonian theories.

**Puberty Brochures:** Creating informative brochures about the physical and emotional changes of puberty.

**Memory Game Creation:** Designing puzzles or memory games suited for specific cognitive stages.

**Practical & Skill-Building Activities**

**Role-Playing:** Using puppets or pretend play to understand social-emotional development and empathy in toddlers.

**Sensory Play:** Using playdough, sand, or water tables to observe fine motor skills and sensory processing.

**Motor Skill Games:** Playing "Simon Says," dancing, or hopscotch to practice gross motor skills.

**Emotion Identification:** Using flashcards to help children recognize and label emotions.

**Storytelling/Reading:** Reading books to children to promote language development and cognitive growth.

**For High School/College Learners**

**"Baby" Analysis:** Discussing developmental milestones while playing with toys.

**Case Studies:** Analyzing scenarios involving developmental delays or typical development milestones.

**Reflecting on Prenatal Development:** Watching and discussing documentaries on prenatal development.

**Life Timeline Creation:** Creating a personal timeline highlighting physical, cognitive, and social milestones.

## Unit 3

### The Body and Behavior

<a href="#"><u>Timeframe</u></a>	6 weeks
<a href="#"><u>Unit Overview</u></a>	Study of the biology of the nervous system, the main system involved in behavior and mental processes and how the nervous system produces even the most basic of behaviors and cognitions. Our body uses intricate sensory processes to filter the information that it is constantly bombarded with from the environment. Perception of the environment varies from the actual sensory data collected by the body as a result of different experiences.
<a href="#"><u>Essential Questions</u></a>	<p>How do internal functions of the body affect behavior?</p> <p>How do changes in our bodies' processes lead to changes in our behavior?</p> <p>How does the mind react to changes in the environment?</p> <p>How does the body communicate with the mind?</p> <p>How can behavior affect the mind?</p> <p>How can sensory and perceptual differences and errors be explained through attentional processes? <small>[L] [S] [SEP]</small></p> <p>How do the sensory processes of the body interact with cognitive processes of the brain to create differing perceptions of the same stimuli?</p>
<a href="#"><u>Unit Focus</u></a>	<p>Identify the structure and the function of the nervous system and endocrine system.</p> <p>Discuss the different ways psychologists study the brain.</p> <p>Summarize research on the effects of heredity and environment on behavior.</p> <p>Describe the research related to sleep, dreams and sleep disorders.</p> <p>Explain the processes of hypnosis, biofeedback and meditation.</p> <p>Compare and contrast the differing effects that drugs have on consciousness.</p> <p>Sensations initiate humans' understanding of their reality.</p> <p>Sense organs are the receptors of sensations.</p> <p>Perception is the way we interpret and organize sensations into meaningful experiences.</p> <p>Aspects of the physical world are translated into psychological experiences.</p> <p>Our brain has many ways to organize and perceive sensory information.</p>
<a href="#"><u>Interdisciplinary Connections</u></a>	<p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>

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<p><u>New Jersey Student Learning Standards (NJSLs)</u></p>			
<p><u>Subject Area</u></p> <p>APA National Standards for High School Psychology</p>	<p><u>Technology</u></p> <p>8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</p>	<p><u>21st Century Life and Careers</u></p> <p>Career Ready Practices 9.2: Career Awareness, Exploration, and Preparation</p>	<p><u>ELA Companion</u></p> <p>Secondary Science and Social Studies Only</p>
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<p>with an appropriate audience.</p> <ul style="list-style-type: none"> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic consideration</li> </ul>			<ul style="list-style-type: none"> <li>● SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>● SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>● SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>
<u>Differentiation</u>			
<b>Differentiation for Support (504, ELL, Special Education, Struggling Learners)</b>		<b>Differentiation for Enrichment</b>	
<p><b>Accommodations for Classroom:</b>  Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments  Model skills / techniques to be mastered  Extended time to complete class work  Student-directed learning/ independent studies when appropriate</p> <p><b>Accommodations for Homework and Assignments:</b></p>		<p>Use of higher level questioning techniques  Provide assessments that require higher level thinking  Increased production of writing assignments  Varying time requirements to complete assignments  Independent studies at teacher/admin discretion  Extension activities</p>	

<p>Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Accommodations for Assessments:</b> Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b> Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p><b>Further Modifications for Honors Students</b> Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>
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### Activities

- **Role-Playing and Simulation:** Use puppets or stuffed animals to act out social scenarios, allowing children to practice responses in a low-risk environment.
- **Emotion Charades:** Act out specific emotions or scenarios without speaking, which helps children recognize non-verbal cues and emotional responses.
- **Classroom BINGO:** Create a BINGO board with positive behaviors (e.g., "helped a friend," "raised hand"). When students demonstrate these behaviors, they mark a spot, working toward a class prize.
- **Mindfulness and Calm Corners:** Teach mindful breathing and establish a designated "calm corner" to help students manage emotions and self-regulate.
- **Kindness Chain Reaction:** Encourage students to perform kind gestures, fostering empathy and showing the ripple effect of positive behavior.
- **Stop the Blurt Game:** A game designed to teach self-control and waiting for one's turn to speak.

**Behavioral Strategies for Learning**

- **Positive Reinforcement:** Use tokens, stickers, or extra, short, active breaks (e.g., jumping jacks, using sensory balls) to reward desired behaviors.
- **Self-Monitoring Tracking Systems:** Have students track their own behaviors to increase awareness and responsibility.
- **Check-in/Check-out:** A routine where students meet with a mentor to set daily goals and review progress.
- **Structured Routines:** Consistent daily schedules provide security and clear expectations, which are crucial for behavioral learning.

**Activities for Specific Skills**

- **Self-Control:** Journal writing with prompts that encourage students to stop and think before acting.
- **Body Awareness:** Physical,, activities like playing on playground equipment (jungle gyms, swings) help children manage energy and feel more in control of their bodies.
- **Empathy Mapping:** Activities that help children understand and map out the emotions of others.

## Unit 4

### Cognitive Processes

<u>Timeframe</u>	6 weeks
<u>Unit Overview</u>	Learning is the consequence of experiences that change behavior. Memory is a complex process that allows us to process events as they happen and remember them after they have passed.
<u>Essential Questions</u>	How do experiences change behavior? How does the passage of time affect the brain?
<u>Unit Focus</u>	Learning is the consequence of experiences that change behavior. the processes behind conditioning. reinforcement and punishment. Three systems of memory. memory retrieval processes. techniques for improving memory
<u>Interdisciplinary Connections</u>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"><li>• Case study analyses</li><li>• Classwork-Guided Reading/Notes</li><li>• Participation</li><li>• Projects</li><li>• Chapter Quizzes</li><li>• End of chapter tests</li><li>• End of unit tests</li><li>• Online labs</li></ul>
<u>Materials</u>	
Common Materials	Supplemental Materials

<p><u>Primary Text:</u> Kasschau, Richard. <i>Understanding Psychology</i>. Ohio: McGraw-Hill Education, 2014</p> <p>Online teacher resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a> Online student text and resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a></p>	<p>Case Studies Guided reading/summarizing activities Video series-Discovering Psychology, PBS Kahn Academy Crash Course Videos APA Website Online labs</p>
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**New Jersey Student Learning Standards**

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>ELA Companion</u>
<p><i>APA National Standards for High School Psychology</i></p>	<p><i>8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p><i>Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation</i></p>	<p><i>Secondary Science and Social Studies Only</i></p>
<p>8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.</p> <ul style="list-style-type: none"> <li>● 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</li> </ul> <p>4 Introduction to Psychology 2025</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data</li> </ul>	<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p>	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> <li>● RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a 3 Introduction to Psychology 2025 comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</li> <li>● RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</li> <li>● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</li> <li>● RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical</li> </ul>

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[Differentiation](#)

Differentiation for Support (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p><b>Accommodations for Classroom:</b>            Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments            Model skills / techniques to be mastered            Extended time to complete class work            Student-directed learning/ independent studies when appropriate</p> <p><b>Accommodations for Homework and Assignments:</b>            Extended time to complete assignments            Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Accommodations for Assessments:</b>            Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>            Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques            Provide assessments that require higher level thinking            Increased production of writing assignments            Varying time requirements to complete assignments            Independent studies at teacher/admin discretion            Extension activities</p> <p><b>Further Modifications for Honors Students</b>            Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

## Activities

- **Puzzles & Logical Thinking:** Jigsaw puzzles, Crossword puzzles, Sudoku, [Word Search](#), and [Riddles](#).
- **Memory & Attention:** [Card games](#) (e.g., Memory, Uno, Bridge), [Pattern recognition games](#), and Visual matching tasks.
- **Problem-Solving & Strategy:** Chess, Checkers, Board games (Monopoly, Clue, Battleship), and Strategy video games.
- **Learning & Creativity:** Learning a new language or musical instrument, dancing, painting, cooking new recipes, and reading books.
- **Child Development Specifics:** [Pretend play/role-playing](#), [Building blocks/Legos](#), Sorting games, and Storytelling.
- **Physical & Mental Health:** Regular aerobic exercise (dancing, yoga), mindfulness/meditation, and adequate sleep.

### Key Cognitive Skills Targeted

- **Memory:** Recalling information.
- **Attention/Concentration:** Sustaining focus on tasks.
- **Executive Functions:** Planning, decision-making, and reasoning.
- **Visuospatial Skills:** Understanding spatial relationships.
- **Language Skills:** Enhancing vocabulary and communication.

## Unit 5

### Personality

<u>Timeframe</u>	4 -6 weeks
<u>Unit Overview</u>	This Unit introduces and defines the concept of personality. It covers the psychodynamic, humanistic, trait, and social-cognitive perspectives, as well as how personality is assessed by each of them.
<u>Essential Questions</u>	<ol style="list-style-type: none"> <li>1. How much is personality influenced by our past experiences?</li> <li>2. How is behavior influenced by environment?</li> </ol>
<u>Unit Focus</u>	Personality theories attempt to explain similarities and provide reasons for differences in personality. Personality theories provide a way of organizing the many characteristics that people have.
<u>Interdisciplinary Connections</u>	<p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> <li>• Use technology to enhance productivity.</li> <li>• Work productively in teams while using cultural global competence</li> </ul>
<u>Common Assessments</u>	<ul style="list-style-type: none"> <li>• Case study analyses</li> <li>• Classwork-Guided Reading/Notes</li> <li>• Participation</li> <li>• Projects</li> <li>• Chapter Quizzes</li> <li>• End of chapter tests</li> <li>• End of unit tests</li> </ul>
<u>Materials</u>	
<b>Common Materials</b>	<b>Supplemental Materials</b>
<p>Primary Text: Kasschau, Richard. <i>Understanding Psychology</i>. Ohio: McGraw-Hill Education, 2014</p> <p>Online teacher resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a></p>	<p>Case Studies Guided reading/summarizing activities Video series-Discovering Psychology, PBS Kahn Academy Crash Course Videos</p>

Online student text and resources <a href="http://connected.mcgraw-hill.com/">http://connected.mcgraw-hill.com/</a>	APA Website Online personality tests
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<ul style="list-style-type: none"> <li>● 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic consideration</li> </ul>		<p>8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p> <p>.</p>	<ul style="list-style-type: none"> <li>● W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. opportunity to integrate climate change education.</li> <li>● W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</li> <li>● SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>● SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add</li> </ul>
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			<p>interest.</p> <ul style="list-style-type: none"> <li>● SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> </ul>
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Differentiation

Differentiation for Support (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p><b>Accommodations for Classroom:</b>            Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments            Model skills / techniques to be mastered            Extended time to complete class work            Student-directed learning/ independent studies when appropriate</p> <p><b>Accommodations for Homework and Assignments:</b>            Extended time to complete assignments            Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p><b>Accommodations for Assessments:</b>            Extended time on classroom assessments</p> <p><b>Further Modifications for General Curriculum students:</b>            Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals &amp; Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques            Provide assessments that require higher level thinking            Increased production of writing assignments            Varying time requirements to complete assignments            Independent studies at teacher/admin discretion            Extension activities</p> <p><b>Further Modifications for Honors Students</b>            Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

Activities

<p><b>Activities for Understanding Personality Disorders</b>  <b>Case Study Analysis:</b> Reviewing clinical case studies to distinguish between personality traits and maladaptive, enduring disorders.</p>
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**Role-Playing Scenarios:** Acting out situations that highlight key characteristics of different personality disorder clusters (e.g.,borderline, antisocial, narcissism).

**Media Analysis/Debates:** Analyzing characters in movies or literature to identify symptoms, followed by debates on ethical treatment approaches.

**Ethical Case Debates:** Using APA Ethics Code Jeopardy or debates to discuss the diagnosis and treatment of personality disorders.

**Creative & Social Approaches**

**Vision Boards:** Creating visual representations of future self-development goals.

**Group Projects & Team Challenges:** Developing social skills, empathy, and leadership by working on collaborative tasks.

**Volunteering:** Stepping outside the comfort zone to develop social abilities and empathy.

## Unit 6

### Stress and Psychological Disorders

<a href="#"><u>Timeframe</u></a>	4 -6 weeks
<a href="#"><u>Unit Overview</u></a>	Reactions to stress vary from individual to individual. This unit focuses on different types of stress and different ways people deal with it, as well as strategies for reducing and/or handling stress in a healthy way. When psychological processes break down, people can no longer function on a daily basis. This unit will explore abnormal behavior and various psychological disorders and treatments.
<a href="#"><u>Essential Questions</u></a>	How does stress influence behavior? What happens when psychological processes break down?
<a href="#"><u>Unit Focus</u></a>	Stress results from perceptions of the demands placed upon us and our evaluations of situations we encounter. The different reactions people have to stressors can be helpful or harmful. Why certain situations result in stress. There are voluntary and involuntary reactions to stress and physiological and psychological consequences of stress. There are different psychological, cognitive, and behavioral strategies for coping with stress. Psychologists draw the line between normal and abnormal behavior by looking at various attempts to define abnormal behavior, adjustments, and psychological health. There are different classifications of psychological disorders. The major categories of specific anxiety disorders as well as the symptoms, causes and treatments of specific anxiety disorders, somatoform and dissociative disorders, schizophrenia, mood disorders, personality disorders and drug addiction.
<a href="#"><u>Interdisciplinary Connections</u></a>	21st Century Life Skills and Careers <ul style="list-style-type: none"><li>• Use technology to enhance productivity.</li><li>• Work productively in teams while using cultural global competence</li></ul>
<a href="#"><u>Common Assessments</u></a>	<ul style="list-style-type: none"><li>• Case study analyses</li><li>• Classwork-Guided Reading/Notes</li><li>• Participation</li><li>• Projects</li><li>• Chapter Quizzes</li><li>• End of chapter tests</li><li>• End of unit tests</li></ul>

Materials

**Common Materials**

**Supplemental Materials**

Primary Text:  
 Kasschau, Richard. *Understanding Psychology*. Ohio: McGraw-Hill Education, 2014

Online teacher resources <http://connected.mcgraw-hill.com/>  
 Online student text and resources <http://connected.mcgraw-hill.com/>

Case Studies  
 Guided reading/summarizing activities  
 Video series-Discovering Psychology, PBS  
 Kahn Academy  
 Crash Course Videos  
 APA Website  
 DSM

**New Jersey Student Learning Standards**

Subject Area

Technology

21st Century Life and Careers

ELA Companion

*APA National Standards  
 for High School Psychology*

*8.1: Educational Technology  
 8.2: Technology Education,  
 Engineering, Design and  
 Computational Thinking -  
 Programming*

*Career Ready Practices  
 9.1: Personal Financial Literacy  
 9.2: Career Awareness, Exploration, and  
 Preparation*

*Secondary Science and Social Studies Only*

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 4 Introduction to Psychology 2025
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

**8.1** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.EG.4: Explain the relationship between your personal financial situation

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a 3 Introduction to Psychology 2025 comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media

<ul style="list-style-type: none"> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data</li> <li>● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</li> <li>● 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</li> <li>● 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic consideration</li> </ul>		<p>and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p> <p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)..</p> <p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</p>	<p>or formats). ● RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <ul style="list-style-type: none"> <li>● RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</li> <li>● W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. opportunity to integrate climate change education.</li> <li>● W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</li> <li>● SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,</li> </ul>
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foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

### Activities

**Identify Stressors:** Distinguish between acute, physical stressors (e.g., pain, cold) and psychological stressors (e.g., exams, arguments).

**5-5-5 Method:** A grounding technique for anxiety; name 5 things you can hear, 5 things you can see, and move 5 different body parts.

**Physical Movement:** Walking, dancing, or yoga to reduce tension.

**Body Tightness Assessment:** Rate tension from 0-10, perform gentle stretches or shaking movements, and re-rate to measure reduction.

**Journaling & Affirmations:** Practicing gratitude and challenging negative thoughts (cognitive restructuring).

**The 5 R's Technique:** Utilize Rethink, Relax, Release, Reduce, and Reorganize to manage daily stressors.

#### **Understanding the Connection to Disorders**

**Impact of Chronic Stress:** Prolonged stress can trigger mood disorders, substance addiction, and physical illnesses like heart disease or stroke.

**Physical Symptoms:** Headaches, insomnia, stomach issues, and skin rashes.

**Warning Signs:** When stress causes persistent depression, anxiety, or interferes with daily life, it may indicate a need for professional intervention.

#### **Educational & Self-Care Activities**

**Mental Health Education:** Discussing the causes and signs of depression and anxiety.

**Support Skills:** Learning how to support friends experiencing stress.

**Relaxation Techniques:** Deep breathing, meditation, and mindfulness

New Jersey Legislative Statutes and Administrative Code Curriculum Development: 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, and communication and collaboration; information, media, and 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.

**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.

## Psychology

**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

Standards in Action: **Climate Change** The NJSL-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change. Climate change can be integrated into the teaching of these standards in a few ways. For example, middle school students could develop a plan for implementing an environmentally focused project in the local community such as protecting a wetland or developing an urban greenway along a stream.

The plan would include goals, priorities and necessary resources. In a career and technical education program, as a part of a green building design integrated project, students could explore various sustainable and reclaimed products used for construction. After researching several sources, students would create a collage of information, share with their classmates and take notes on new products and ideas.