

Advanced Placement

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The Advanced Placement Psychology curriculum is a course that was developed by the Fair Lawn Social Studies Department and is aligned to the NJ Student Learning Standards in Social Studies and the College Board curriculum.

AP Psychology

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

Table of Contents

Committee Credits

Course Synopsis

Philosophy & Rationale

Scope & Sequence

Unit Descriptions

Course Materials

Assessments

Interdisciplinary Connections

21st Century Skills Connections

Alignment to Technology Standards

Appendix I

Committee Credits

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AP Psychology

I. Course Synopsis

Psychology is commonly defined as the scientific study of behavior and mental processes across a diverse array of contexts, cultures, and species. Psychologists study the behavior of both humans and animals. What makes psychology scientific is the method by which new information is added to the knowledge base. Psychologists use descriptive, correlational, and experimental research methods to describe, explain, predict, and control behavior and mental processes. Behavior included our observable actions; mental processes include our perceptions, thoughts, feelings, and motives that are not directly observable.

Many of today's challenging problems AIDS, Accidents, eating disorders, addiction, violence, suicides, and environmental issues arise from behavior, and their successful management requires behavioral change. The science of psychology contributes to the solution of societal problems. Through the study of scientific psychology, students gain an understanding of behavior as they learn the knowledge and skills necessary to address critical problems if the individual and society.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

II. Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane

citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

Ten Thematic Strands

I Culture – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

New Jersey Student Learning Standards:

Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Curricula Writing

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the NJ Student Learning Standards. Curriculum is designed to be a *living document* – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information

<http://www.state.nj.us/education/cccs/standards/9>

New Jersey State Department of Education NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their Social Studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

III. Scope & Sequence

I.	History and Approaches	2 weeks
II.	Research Methods	2 weeks
III.	Testing and Individual Differences	2 weeks
IV.	Biological Bases of Behavior	2 weeks
V.	Sensation and Perception	2 weeks
VI.	States of Consciousness	2 weeks
VII.	Learning	2 weeks
VIII.	Cognition/Memory	2 weeks
IX.	Motivation and Emotion	2 weeks
X.	Development Psychology	2 weeks
XI.	Personality	2 weeks
XII.	Social Psychology	2 weeks
XIII.	Abnormal Psychology	2 weeks
XIV.	Treatment of Psychological Disorders	2 weeks

IV. Unit Descriptions

I. History and Approaches

The historical introduction helps students gain an understanding of the principal approaches to psychology: behavioral, biological, cognitive, humanistic, psychodynamic, evolutionary/psychobiological, and sociocultural.

Enduring Understanding:

- Trace the historical development of the field of psychology
- Identify the various schools of thought

Essential Questions:

- What is psychology and what are its roots?
- What are the different perspectives of psychology today?

II. Research Methods

The scientific nature of psychology is made clear through coverage of the methods psychologists use to answer behavioral questions. Emphasis is given to the experimental

method and issues of appropriate experimental sampling and control, as well as the correlation methods, naturalistic observation, and the survey is also covered.

Enduring Understanding:

- Compare the different methods of conducting research(case study, survey, correlation, observation and experimental)
- Identify the components of an experiment (variables, sampling, independent and dependent variables)
- Evaluate the strengths and limitations of various methods of conducting research
- Discuss typical ethical concerns and issues that arise in psychological research
- Name the five steps in scientific method and explain how they are used
- Explain how bias effects psychological studies

Essential Questions:

- What are the pros and cons of different research methods
- How does ethics play a part in research? (Ex. baby Albert/ Watson)

III. **Testing and Individual Differences**

This section of the course deals with the assessment of human differences in aptitudes, intelligence, interests and personality. It details the various types of tests used to assess these traits and the methods by which the tests are constructed. It describes the measures obtained from tests and the process of standardizing these measures.

Enduring Understanding:

- Explain the uses of IQ tests and the uses and misuses
- Explain and discuss the ideas of “mental retardation’ and “gifted” and the significance of the classifications

Essential Questions:

- How is intelligence measured?
- How is IQ difference explained among groups?
- Is intelligence culture based?

IV. **Biological Bases of Behavior**

Students need to understand the relationship between biology and behavior. Students study the brain as a key part of the body’s nervous system, paying particular attention to the anatomical and functional relationships among the central, somatic, and autonomic nervous systems.

Enduring Understanding:

- Describe the process of functioning neuron
- Categorize and explain the different lobes and association areas of the brain
- Explain the split brain studies
- Explain how neurons communicate
- Discuss the social implications of genetics on behavior

- Discuss the influence of hormones on behavior
- Classify and explain the nervous system

Essential Questions:

- How do genes influence behavior?
- How does the brain produce behavior?
- How does different types of brain damage affect behavior (Phineas Gage)?
- How do you feel ethically about the possibility of choosing our genes for our children?

V. Sensation and Perception

The study of sensation and perception begins with the concept of threshold. Students learn about the measurement of absolute and difference thresholds and the physical, physiological, and psychological variables affecting measurements. Coverage includes anatomy and function of the eye and ear, color theories of vision, audition, perceptual acuity, sensory adaptation, and sensory disorders such as deafness and color blindness. Of major importance is the role played by experience and culture in perception and the way in which perception can be improved by learning.

Enduring Understanding:

- Differentiate between sensation and perception
- Describe the difference and practical applications of absolute and difference thresholds
- Explain the parts of the eye and describe how they convert light to vision
- Identify the parts of the ear and explain how they convert sound to hearing
- Describe the Gate control theory of pain
- Explain sensory adaptation, sensory deprivation, sensory overload and selective attention.
- Discuss the evidence on the effectiveness as well as uses of “subliminal perception” tapes and experiment
- Be familiar with basic perceptual processes of figure ground discrimination, Gestalt Laws of grouping, motion perception, visual constancies, and understand how normally accurate processes can produce illusions

Essential Questions:

- How does stimulation become perception?
- What is the relation between sensation and perception?
- What role does culture play on perception?

VI. States of Consciousness

Students are introduced to research information on different states of consciousness, ranging from normal occurrences in people’s everyday lives to those that are markedly different from the experience of most people. The study of variations in consciousness

frequently includes an examination of hypnosis, meditation, and daydreaming, as well as a discussion of the effects on consciousness of such drugs as narcotics, depressants, stimulants, and hallucinogens.

Enduring Understanding:

- Understand how modern psychologists define consciousness
- Know the stages of sleep and the difference between REM and non-REM sleep and the circadian rhythm
- Understand common theories that psychologists use to explain why we sleep
- Understand and discuss the major theories as to the meaning of dreams
- Know how alcohol and other drugs affect behavior
- Understand the effect of hypnosis on behavior and memories and discuss the mixed reports as to its effects
- Discuss new ideas as to the benefits of meditation
- Discuss the problems of sleep disorders

Essential Questions:

- What is consciousness?
- What are our cycles of everyday consciousness?
- What are other altered states of consciousness?
- What is the importance of sleep?

VII. Learning

This section of the course introduces students to the differences between learned and unlearned behavior. It covers the basic learning processes of classical conditioning and operant conditioning and makes clear their similarities and differences. Students learn about the basic phenomena of learning, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order conditioning. They study the effects of reinforcement and punishment in different, specific learning paradigms: reinforcement and omission training, behavior modification, and active and passive avoidance.

Enduring Understanding:

- Define the general concept of learning
- Define the ideas behind the controversy of behaviorists and cognitive psychologists in regards to learning
- Describe classical conditioning/ Pavlovian conditioning and how it creates learning
- Explain taste aversion and how it is classically conditioned
- Describe operant conditioning and how it creates learning
- Compare operant and classical conditioning
- Explain the different schedules of reinforcement and psychologists' assessment of the benefits from each

- Explain the differences between rewards and punishment both positive and negative and the affects of each on learning
- Describe A. Bandura's research on observational learning

Essential Questions:

- How does classical conditioning explain what we learn?
- How do we teach behavior through operant conditioning?
- How does cognitive psychology explain learning?
- Does television affect behavior in children? (Observational Learning)

VIII. Cognition/Memory

Cognitive psychology is concerned with the process involved in the transformation, reduction, elaboration, storage, recovery, and use of sensory input. Cognition includes the different kinds of knowledge and types of processing. Psychological views of different modes of thinking, including concept formation are also considered.

Enduring Understanding:

- Describe the path information takes from the environment to long term memory
- Describe the storage and retrieval in long term memory
- Discuss the explanations of forgetting and memory distortion
- Know the limits of memory
- Define schema and explain uses
- Describe and discuss cognitive maps
- Discuss strategies and common errors of decision-making

Essential Questions:

- What is memory?
- How are memories formed?
- How are memories retrieved?
- What are false memories and how are they conceived?
- What are the components of thought and decision making?

IX. Motivation and Emotion

In studying motivation, students learn about the forces that influence the strength and direction of behavior including homeostasis. The concepts of intrinsic and extrinsic motivation are also examined. The study of emotion centers on the complex interactions between cognition and physiological mechanisms that are associated with feelings of love, hate, fear, and jealousy.

Enduring Understanding:

- Describe the functions of emotion
- Describe what is known as the biological base of emotion
- Explain the physiological, behavioral and cognitive components of emotion

- Define motivation and discuss the leading theories that attempt to explain it
- Define intrinsic and extrinsic motivators
- Discuss sexual motivation and the different perspectives on human sexuality
- Discuss what is understood about the need for achievement

Essential Questions:

- What do our emotions do for us?
- How much control do we have over our emotions
- What motivates us to act?
- What affect does love have on us as motivation?

X. Development Psychology

Students will examine from a life-span perspective the major dimensions in which development takes place and the role gender plays within each dimension. These dimensions are physical, cognitive, social and moral. Students will learn about the different theories of development, for example, those of Erik Erikson, Carol Gilligan, Lawrence Kohlberg, Elizabeth Kubler-Ross, Jean Piaget, and Lev Vygotsky.

Enduring Understanding:

- Discuss the Nature v Nurture debate on development
- Describe the key phases in pre-natal development
- Identify the major changes and transitions in development through adulthood
- Describe and evaluate Erikson's stages of development
- Discuss the role challenges of both men and women

Essential Questions:

- How do psychologists explain development?
- What are development tasks of childhood? (in different ages)
- What are the major development changes that occur at different times in our lives?
- What are the ideas of adolescent development?

XI. Personality

In this section of the course, students come to understand the major theories and approaches to personality: psychoanalytic/psychodynamic, humanistic, cognitive, trait, and behaviorist. In the process, they learn about the background and thought of some of the major contributors to the domain of personality, such as Alfred Adler, Gordon Allport, Albert Bandura, Raymond Cattell, Hans Eysenck, Sigmund Freud, Carl Jung, Walter Mischel, and Carl Rogers.

Enduring Understanding:

- Name and describe three major personality theories
- Evaluate the major personality theories

- Describe and evaluate the different personality assessment techniques
- Discuss the possible social and cultural influences on personality
- Define the fundamental attribution error
- Compare and contrast Freud with other personality theorists

Essential Questions:

- What forces help shape our personality/
- How did Freud influence others theories of personality?
- What “theories” do people use to understand each other?
- Can a test like the Myers-Briggs truly evaluate everyone?

XII. Social Psychology

Students first learn how the structure and function of a given group may affect the behavior of the group as a unit or the behavior of the individual group member. Students then learn the basic concepts of social cognition. Students will also be exposed to classic studies dealing with the concepts of conformity, compliance, and obedience and learn how findings in the laboratory can help explain situations in everyday life.

Enduring Understanding:

- Define and explain situationalism and the influence of roles, norms and scripts
- Name and describe key studies and events in social psychology and discuss their significance
- Understand and explain the principles of diffusion of responsibility and bystander effect
- Discuss how our interpretation of social situations influence our judgment
- Explain how cognitive dissonance effects our decision making and behavior
- Define fundamental attribution error
- Describe psychological tendencies that are related to prejudice and discrimination
- Discuss and explain new studies in social psychology

Essential Questions:

- How does the social situation affect our behavior?
- What influences our judgments and opinions of others?
- What are the roots of violence and terrorism?

XIII. Abnormal Psychology

Students will discuss the definition and diagnosis of abnormal behavior. Criteria that identify behavior as abnormal could be statistical comparisons, sociological norms, or adaptive behavior. Specific attention will be given to etiology and diagnostic criteria for the following disorders: mood, personality, dissociative, somatoform, anxiety, organic, and psychotic.

Enduring Understanding:

- Understand and define the major perspectives for defining psychological illness
- Describe symptoms commonly associated with psychological disorders
- Name the major categories of psychological illness and use examples to explain each category
- Discuss the pro and cons in using the DSM IV in identifying psychological illness
- Describe and discuss the use of the insanity defense, and the consequences of a successful plea

Essential Questions:

- What is a psychological disorder?
- How are psychological disorders classified?
- How does the term criminally insane differ from having a psychological disorder?

XIV. Treatment of Psychological Disorders

Students are introduced to the treatment of psychological disorders through an overview of the approaches used by therapists of different treatment orientations. Behavioral, humanistic, psychoanalytical/psychodynamic, Gestalt, cognitive-behavioral, and pharmacological approaches to treatment are discussed. Therapy may be administered on a one-on-one basis or within the context of a group. Students are exposed to prevention and intervention techniques offered at the community level. Such services include educational programs, crisis intervention, and counseling.

Enduring Understanding:

- Describe the history of psychotherapy as a mental health treatment
- Identify and describe the different types of mental health professionals
- Describe cognitive-behavioral therapy
- Discuss the basis for the use of drug therapy in treatments
- Discuss the major issues, benefits and detriments of hospitalization, deinstitutionalization and community based treatments of persons who suffer from mental illness

Essential Questions:

- How do psychologists treat Psychological Disorders?
- How is the biomedical approach used in the treatment of Psychological Disorders?

Standards

NJSLS: 1.1-1.3, 2.4.8.A.4, 2.4.12.A.6, 2.1-2.4, 3.1-3.4, 1.1-1.3, 2.1-2.6, 3.1, 3.2, 5.3.6.D.2, 5.3.2.E.1, 5.3.6.D.3, 5.3.8.D.3, : 1.1-1.3, 2.1-2.4, 3.1-3.5,

NJSLS in ELA: See Philosophy and Rationale

Modifications: See Appendix I

V. Course Materials

Textbooks:

Psychology AP Edition*, P. Zimbardo, R. Johnson, A. Weber and C. Gruber. 2007. Boston; Pearson Education Inc.

Psychology: Sixth Edition, Meyers, David G.,_Worth Publishers, New York, NY, 2001.

Other materials:

Study guide

AP Test prep book

Magazine articles

Movies and video clips

VI. Assessments:

Summative:

- Quizzes/ Tests
- Midterm Exam
- Projects
- Final Project
- Unit Tests

Formative:

- Lectures
- Discussions
- Small group work
- Debates
- Skits
- Library research project
- Multi-media presentations
- Reading notebooks

Benchmark Assessments:

- Unit content pre & post assessment

VII. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLs are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving

them

- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Please see district chart for more detailed connections

Appendix I

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*

- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

the goals of the contract

the obligations of each party to the contract

the time frame within which the terms of the learning contract are to be fulfilled

the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.

- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation);

structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.