Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

Purpose - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas. It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

(1) Regular practice with complex text and vocabulary.
(2) Reading, writing, and speaking grounded in evidence from texts.
(3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. "Best Practice" requires student to regularly engage with challenging texts

and requires students to substantiate their answers using evidence taken from the text/passage. **There is a Study Guide for the SCS Citizenship Test at the end of this map.**

"The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the "specialized disciplines" of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board."
Source: TN Core
http://www.tncurriculumcenter.org/social_studies
To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

Key
ATOS: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

What are DBQs/TDQs?
Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. All task suggested in this document are text dependent.
DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.
Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

*If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox.*

WIDA

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers have access to "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

WIDA
https://www.wida.us/standards/ELP_standardlookup.aspx
Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: Reading 9-12 Behavior of individuals & groups				
Entering: Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)	**Beginning:** Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)	**Developing:** Compare and contrast visually supported information on social issues or inequities from various news sources	**Expanding:** Interpret visually supported information on social issues or inequities from various news sources	**Bridging:** Evaluate authenticity of information on social issues or inequities from various news sources
Example: Speaking 9-12 Social issues & inequities				
Entering: Name major social issues or inequities depicted in illustrations (e.g., war)	**Beginning:** Characterize major social issues or inequities depicted in illustrations (e.g., slavery)	**Developing:** Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	**Expanding:** Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	**Bridging:** Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

| Vocabulary Instruction |

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: "saunter" vs. "walk"). (For more information consult the *BUSD Grade Level Academic Vocabulary,* http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf).

Content Vocabulary (Tier 3) - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as "domain-specific" words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

Teaching Vocabulary for Mastery…
Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this video of an 11th grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
1. Create an interactive vocabulary wall.....use the following prompts when discussing with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop.
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic.
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
9. Use the new words in context of the lesson.
8. Provide questions that contain the new word; so, students must process its meaning in multiple ways.

**Psychology
Pacing Guide**

Suggested Time	1st Quarter	Suggested Time	2nd Quarter
Weeks 1-2	Introduction to Psychology Big Ideas: Neuroimaging and Cognitive Research. Why study Psychology?	Weeks 1-4	Social Psychology Big Idea: Students will describe and discuss social cognition, influence, and relations.
Weeks 3-6	Body and Mind Big Ideas: The brain is composed of three major section: the hindbrain, the midbrain and the forebrain. Studying how the mind works. The brain of Phineas Gage.	Weeks 5-6	Memory Big Idea: Students will analyze encoding, storage, and retrieval of memory.
Weeks 7-9	Development Big Ideas: Classical Conditioning can help people adapt to the environment and help eliminate troubling behaviors.	Weeks 7-9	Psychological Disorders Big Ideas: Psychological disorders can cause serious personal suffering and interfere with a person's ability to cope with life. Personality disorders are patterns of inflexible traits that disrupt social life.

* Please note that these time frames are suggested/estimated times. Instructional timing may vary due to schedule complications, remediation efforts or other factors.

Trouble with Links? Try Using Google Chrome or Mozilla Firefox!

5 of 16

Social Psychology (Weeks 1-4)		
Textbook Reference: Holt McDougal, Psychology: Principles in Practice		
TN State Social Studies Standards	**Big Ideas, Questions & Vocabulary**	**Suggested TDQs, Activities & Resources**
P.51 Describe attributional aspects of behavior.	**Students will describe and discuss social cognition, influence, and relations.** **P.51** What are attitudes and how do they develop?	**Textbook Reference:** Holt McDougal, Psychology: Principles in Practice Ch. 20 Social Cognition, Ch. 21 Social Interaction **Lesson Review Questions:** pages 581,588,596 **Chapter 20 Assessments:** Lesson Review Questions- page 598-599; Reviewing Vocabulary (Literacy Building); Recalling Facts (Summarizing/ Making Generalizations), Critical Thinking (Analysis) **SUGGESTED ACTIVITIES** **P.51** Watch "Rethinking Thinking" from TEDEd. Have students create their own Ladder of Inference. Work in a small group and talk about a pattern of behavior that everyone can relate to. Some examples (in addition to the parking lot example) include: someone cutting in front of you in a line at the store; a friend or family member who is always annoyingly late; or someone who leaves you disappointed. Focus on what assumptions are at play, the conclusions you are each drawing from those assumptions, and what emotions you feel as a result. What are you seeing and learning as you hear how different everyone's ladder can be? On one half of a sheet of paper, draw your own version of a ladder (make sure it has 7 rungs!) and label it with

		the terms that have been presented. On the other half of the paper, answer the following three questions to help you recognize when you are your own Ladder of Inference. When I am experiencing something negative, undesirable or uncomfortable: What are the emotions I feel? What are the physical reactions I experience in my body? How does my behavior change?
P.52 Describe the relationship between attitudes (implicit and explicit) and behavior. **P.53** Identify persuasive methods used to change attitudes **P.54** Describe the power of situation. **P.55** Describe the effects of others' presence on individual behaviors **P.56** Describe how group dynamics influence behavior and how an individual influences group behavior **P.57** Elaborate on the nature and effects of stereotyping, prejudice, and discrimination. **P.58** Describe the determinants of prosocial behavior.	**P.52** How does persuasion affect people's attitudes and behaviors? **P.53** What are the three main processes for changing attitudes? **P.54** How can a situation affect personal decisions? **P.55** How can others affect the choices of an individual? **P.56** How can membership in a group and social norms influence individual behavior? **P.57** What are some of the causes of prejudice and discrimination?	**P.52** Use a graphic organizer to compare the categories of politics, dating choices, clothing styles, and personal values with what influences them such as parents, respected adults, peers, social media, and society. Have them rate each influential factor on a 10-point scale (1 being the least influence, 10 being the greatest).7 Compare with whole group answers. **P.53** Have students create a T-Chart with two columns - Pros and Cons. Give them the following topics: Human Rights, Animal Rights, The Environment, Politics, Religion. Have them think of and list at least 5 pros and 5 cons for each topic. Then, have them pick something that they are personally against and try to persuade their own minds to change about the topic. **P.54** Using the Stanford Prison Experiment and interview of Dr. Zimbardo have students read the Prisoner Rules and secondary sources provided in order to complete the discussion questions. Once students have read the sources, and answered the text dependent questions the teacher can then create a guided class discussion using the questions provided or created by the teacher. The students will then be prepared to explain their answers by citing from the text **P.55** Individually, have students write about a time when they visited a public place such as a movie theater or grocery store. Ask them to recall how they acted and how other people or groups acted in that place. Then have them describe a situation

P.59 Discuss influences on aggression and conflict. **P.60** Discuss factors that influence attraction and relationships. **P.61** Define culture and diversity **P.62** Identify how cultures change over time and vary within and across nations. **P.63** Analyze the relationship between culture and conceptions of self and identity. **P.64** Interpret and explain the psychological research that examines race and ethnicity. **P.65** Discuss psychological research that examines socioeconomic status. **P.66** Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination. **P.67** Discuss psychological research examining gender similarities and differences and impacts of gender discrimination	**P.58** What is altruism and what promotes it? **P.59** How does biology influence aggression? **P.60** What is the difference between friendship and love? **P.61** What diversities do various cultures bring to the society where you live? **P.62** How do cultures change over time? **P.63** How does culture influence individual identity? **P.64** How does race and ethnicity impact daily living in our society? **P.65** Why is socioeconomic status such a big factor in our individuality? **P.66** What examples of privilege and power have you experienced in your life? **P.67** What do you think it means to be male or female?	when people didn't act according to the norms of that location/area. What are their own thoughts and what do they think the offenders were thinking when they acted inappropriately? **P.56** Have students journal about the positive and negative influences of the various groups to which they belong **P.57** Organize students into small groups and have them create a list of commonly held stereotypes about age and gender. From the list have the groups create a short questionnaire that asks people how they agree or disagree with the statements. Tell the students not to use the word "stereotype" to their participants. Have each group survey 25 people of various ages and then chart their results and present their findings to the class. As a follow up, they should brainstorm ideas for reducing stereotyping. **P.58** Watch *The Hunger Games* movie and evaluate the level of altruism for Katniss when she volunteers for her sister, when she allies with Rue and pretends to love Peeta **P.59** Research current events that show someone or group whose actions are violent or aggressive. Have students create a bubble map illustrating the causes of the aggression for the person or group. **P.60** Use a graphic organizer to note the components of physical attraction. Be sure to include physical appearance, similarity and reciprocity, and friendship and love **P.61** Create a word bubble listing the various aspects of culture (language, clothing, music, food, art, values, knowledge, customs, etc.) and current examples

P.68 Discuss the psychological research of gender and how the roles of women and men are perceived in society. **P.69** Examine how perspectives affect stereotypes and treatment of minority and majority groups in society. **P.70** Discuss psychological research examining differences in individual, cognitive, and physical abilities.	**P.68** What are typical roles for men and women in our society? **P.69** How do you classify majority and minority groups? **P.70** Is intelligence a true measure of someone's smartness/ **Vocabulary (Tier 3)** Self-concept, cognitive evaluation, cognitive anchor, central route, peripheral route, social perception, primary effect, regency effect, attribution theory, fundamental attribution error, actor-observer bias, self-serving bias, matching hypothesis, triangular model of love, social facilitation, evaluation apprehension, social loafing, diffusion of responsibility, risky shift, social decision schemes, group polarization, foot-in-the-door effect, catharsis, altruism, bystander effect	**P.62** Show students a list of varying proverbs and idioms from different time periods. Have them try to complete the morals or meanings of the proverbs. Then have them create their own proverbs to carry forward to future generations. **P.63** Have students do a quick write activity for current event topics such as hunting animals, gay rights, political correctness, (whatever is relevant in your school) etc. Have them tell what position they individually take and WHY. Allow those who are comfortable to share their opinions as to why they chose that position. Then, show the varying cultural influences (family, media, tradition, religion, etc.) and how they impact us individually. **P.64** Create group discussion centers. Have each group pick a topic on discrimination or prejudice. Refer to group activities reference page to create discussion boards and student teaching concepts for the class. **P.65** Students will apply for jobs. They must factor in education, experience, age, race, location, and pay rate. Allow students to research job types and pay. Have them journal about the obstacles they face and what they must do to overcome those obstacles. Have students create a job wish list based on what they want to earn and which career field they wish to pursue. Have them map the path to getting that ultimate job. **P.66** Have students take a true/false assessment of the statements on the Invisibility of Class Privilege. You may choose to limit the number of questions you read. After the activity, have the students compose an argument for the privilege of answering true to all of the questions.

Academic Vocabulary (Tier 2):

Attitude, two-sided argument, emotional appeal, sales resistance, attraction, reciprocity, intimacy, passion, commitment, authoritarian leaders, democratic leaders, laissez-faire leaders, conform, social norms, explicit norms, implicit norms, prejudice, discrimination, scapegoat, persuasion

(For Vocabulary Strategies- see page 4)

Connection to Language Standards

Greek & Latin Roots and Affixes

ism- the act, state or theory of

Examples from the unit: activism, racism, altruism

Other examples: sexism, behaviorism

Language Standards

L.11-12.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.4b
Identify and correctly use patterns of

P.67 Play a game of battle of the sexes. Choose topics suggested in this article for more creative approaches to how males v females make conclusions**.**

P.68 Create a table labeled Gender Roles with 2 columns. Have the students make a list of 7-10 gender traditional jobs (ex: males: plumbers, construction workers, pilots, etc. female: teachers, nurses, flight attendants, etc.). Then, have students predict what obstacles and challenges are faced if men took on traditional women's jobs and women took on the traditional men's jobs.

P.69 Have students create and execute a survey on their exposure to other races. Have them design a questionnaire with measurable results. Allow them time to conduct the survey and report findings with graphs and charts. Some questions could include: How many people do you associate with weekly who are not members of your own race? How many times in the past week have you had a conflict with someone of a different race or culture?

P.70 Take an intelligence test for fun such as the Begent Model. Allow students to take it individually and then compare results. Discuss how intelligence tests can be biased or tricky.

Connection to Language Standards

http://www.cognatarium.com/cognatarium/

	word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	

<table>
<tr><td colspan="3" align="center">Memory
(Weeks 3-4)</td></tr>
<tr><td colspan="3">Textbook Reference: Holt McDougal, Psychology: Principles in Practice</td></tr>
<tr><td align="center">TN State Social Studies Standards</td><td align="center">Big Ideas, Questions & Vocabulary</td><td align="center">Suggested TDQs, Activities & Resources</td></tr>
<tr>
<td>

P.71 Identify factors that influence encoding.

P.72 Characterize the differences between shallow (surface) and deep (elaborate) processing
</td>
<td>

Students will analyze encoding, storage, and retrieval of memory.

P.71 What are the three processes of memory?

P.72 What is the difference between surface and elaborative processing?
</td>
<td>

Textbook Reference: Holt McDougal, Psychology: Principles in Practice
Ch. 7 Memory

Lesson Review Questions: pages 581,588,596

Chapter 20 Assessments: Lesson Review Questions- page 598-599; Reviewing Vocabulary (Literacy Building); Recalling Facts (Summarizing/ Making Generalizations), Critical Thinking (Analysis)

SUGGESTED ACTIVITIES:

P.71 Have students journal their earliest memory, including every detail such as setting, smells, temperature, etc. They should describe everything they can possibly remember. Then, allow students to compare that memory to someone else's description of it (such as a parent, grandparent, or sibling). Compare the details and specifics to gather the various differences of the memory.

Literacy WHST. 9-10.1; RH.9-10.1

P.72 Students have a blank paper and pencil. Teacher displays the first page of "The Meaning of Droodles" on the projector. Students are given one minute to memorize the four boxes of simple images and then recreate them in a mixed order on their blank sheet as indicated on the second step/slide of the website. Then click on the next image and repeat the process. After students have finished attempting the second drawing recall ask, "Tell me how you felt about these two tasks?" Most
</td>
</tr>
</table>

		will share that the second set were easier to recall because the labels for each image gave meaning, resulting in the creation of an entire concept out of the visual element. Discuss how meaning relates to memory. Ask for an example or two of how adding meaning to material from school has made it more memorable. Share the terms shallow (surface) and deep (elaborative) processing to label the effect witnessed. Literacy WHST. 9-10.1; RH.9-10.1
P.73 Discuss the strategies for improving encoding of memory **P.74** Describe the differences between working memory and long-term memory.	**P.73** How do you encode information best?	**P.73** Have students jot down how they best remember the following: • Lists • phone numbers • names • info for tests • steps in a process (driving to work/school, playing a sport/instrument, getting to class) Discuss the different methods used for storing information. Allow them to try different methods than what they are used to using. Have them share what they liked or didn't like about each method suggested.
	P.74 What are the differences between short-term (working) and long-term memory?	**P.74** Have students create a graphic organizer to show the characteristics of Sensory Memory, Short-term (working) memory, and Long-term memory. Have them include the ways information transitions to the next phase of memory storage. Then, have students draw a diagram/illustration of how they best see information stored in their brains (a web, a map, etc.) Literacy WHST. 9-10.1; RH.9-10.1
P.75 Identify and explain biological processes related to how memory is stored. **P.76** Discuss the types of memory and	**P.75** What parts of the brain are involved in remembering the date of a special event?	**P. 75** In small groups, play the game "Memory" (cards can be made from index cards and/or purchased at any general retailer such as Dollar Tree or Dollar General) and keep score. Have them compare scores and methods to remember how best to match the cards. Discuss as a whole group how to improve on memory and recognition. Literacy WHST. 9-10.1; RH.9-10.1

memory disorders including amnesias and dementias.		**P.76** Have students journal a list of day-to-day activities that would be difficult to do if they did not have long-term memory. Have them then create a scenario or scene from a movie depicting how someone has tampered with their life if they were to have amnesia and how they may have to relearn things that seem simple to them now.
	P.76 What factors cause someone to forget a memory?	
		P.77 Students will perform memory improvement strategies from pg. 208 in textbook. Suggest free apps for their phones such as Sudoku, memory cards, or puzzle games.
	P.77 What is an effective way to improve memory?	**P.78** Have students create a chapter test. They may make the questions in whichever format they can utilize best. They must create 30 questions. They must include the correct answer. Pick one question from each student and make that the actual test for this Chapter. Literacy WHST. 9-10.1; RH.9-10.1
P.77 Discuss the strategies to improve the storage of memories	**P.78** What roles do retrieval cues play in the memory process?	
P.78 Analyze the importance of retrieval cues in memory	**P.79** How does interference block memory?	**P.79** Before the class comes in for the day, mix up the routine for the order of class (rearrange the desks to a new pattern, have a test ready they haven't been prepped to take- about content they should know however). Have students assigned seats and tell them to leave the room and come back in and find their new seat. Meanwhile, play music or a video during class transition (something school appropriate). Now, have the students try and find their new seat and respond to the test questions - all while the music or video is playing. Explain the concept of interference and how the recall of simple information has been displaced by them trying to process the new information.
P.79 Explain the role that interference plays in retrieval of memories	**P.80** What are the three factors of memory retrieval?	
P.80 Discuss the factors influencing how memories are retrieved and strategies for improving the retrieval of memories	**P. 81** How can we know if our memories are accurate**?**	
P.81 Explain how memories can be malleable.		**P. 80** Have students create mnemonic devices they can use for studying for the ACT or EOC.
	Vocabulary (Tier 3) Semantic memory, episodic memory, explicit memory, implicit memory, maintenance rehearsal, elaborative rehearsal, context-dependent memories, state-dependent memories, sensory memory, iconic memory,	**P.81** Research the use of repressed memories in recent child abuse cases. Report the results of the cases and the effects of repressed memories on those outcomes. Literacy WHST. 9-10.1; RH.9-10.1

| | eidetic memory, echoic memory, primacy effect, recency effect, schemas, retrograde amnesia, anterograde amnesia, infantile amnesia

Academic Vocabulary (Tier 2):
Memory, encoding, storage, retrieval, short-term memory, chunking, recognition, recall, decay, relearning, interference, long-term memory

(For Vocabulary Strategies- see page 4) | |

Psychological Disorders
(Weeks 7 -9)

Textbook Reference: Holt McDougal, Psychology: Principles in Practice

TN State Social Studies Standards	Big Ideas, Questions & Vocabulary	Suggested TDQs, Activities & Resources
P.82 Define psychologically abnormal behavior **P.83** Describe historical and cross-cultural view of abnormality and major models of abnormality. **P.84** Discuss how stigma relates to abnormal behavior **P.85** Discuss the impact of psychological disorders on the individual, family, and society	**Students will explore perspectives on abnormal behavior and categories of psychological disorders.** **P.82** How do psychologists determine normal vs abnormal behavior? **P.83** Why is culture important in the context of normal behavior?	**P.82** Organize students into three small groups. Assign each group one of the three ways described in the text to distinguish between normal and abnormal behavior: deviations from normality, adjustment, or psychological health. Each group should prepare a defense of its assigned approach for distinguishing between normal and abnormal behavior. The defense should include examples of how the approach defines normal and abnormal. The groups should prepare an oral presentation with visual aids and demonstrations. Literacy RH.9.10.1; SL.9-10.2 **P.83** As a class, discuss the debate over whether song lyrics, video games, internet sites, television shows and movies cause or contribute to deviant behavior in people. Have students write and argumentative piece defending their stance on the following statement *"Freedom of speech and press extend to all forms of expressio*n." Literacy RH.9.10.1; SL.9-10.2,1; RH9-11-12.6

Trouble with Links? Try Using Google Chrome or Mozilla Firefox!

14 of 16

	P.84 Why do people fear those with abnormal behavior? **P.85** What are some of the impacts of psychological disorders beyond the person diagnosed with the disorder? **Vocabulary (Tier 3)** Culture-bound syndromes, agoraphobia, bipolar disorder, mania, dissociation, depersonalization, somatization, schizophrenia, catatonic stupor **Academic Vocabulary (Tier 2):** Psychological disorders, phobia, social phobia, panic attack, obsessive compulsive disorder (OCD), post-traumatic stress disorder (PTSD), depression, personality disorder	**P.84** Play two truths and a lie with myths about people or diagnoses of mental illnesses. Allow students to express their discomfort with those who they have seen that have mental disorders. Then, have students give examples of "crazy" celebrity antics. Based on the information in the text, have them try and determine if the celebrities should be diagnosed with a psychological disorder. **P.85** Assign students to create a presentation on psychological disorders. Have them each choose from the disorders in Ch. 18. They need to research and present information, charts, graphs, diagnosis, prognosis/treatment, heredity & impact factors of the disorder. Create a rubric based assessment similar to this example.

Additional Resources	
Cognitive Behavioral Theory Case Study http://www.aipc.net.au/articles/a-case-study-using-cbt/ In Character, The Great Characters of American Fiction, Folklore, and Pop Culture http://www.npr.org/series/17914370/in-character	Simply Psychology http://www.simplypsychology.org/ Teachers of Psychology in Secondary Schools (TOPSS) http://www.apa.org/ed/precollege/topss/resources.aspx

Trouble with Links? Try Using Google Chrome or Mozilla Firefox!

Civilization and Its Discontents

http://www.writing.upenn.edu/~afilreis/50s/freud-civ.html

Pavlov's Dog

http://www.nobelprize.org/educational/medicine/pavlov/index.html

Cultural Intelligence Scale

http://linnvandyne.com/cq.html

Psychological Tests for Student Use

http://www.yorku.ca/rokada/psyctest/

Your Personality

http://www.yourpersonality.net/index.htm

Mental Illness Lesson Plan Ideas

Memory Distortions

Memory Lesson Plans APA.pdf

Theorists and Theories in Personality Psychology

http://personalitypedagogy.arcadia.edu/pmwiki/pmwiki.php?n=Topics.Index

Trouble with Links? Try Using Google Chrome or Mozilla Firefox!

16 of 16