**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, we 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 ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, 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.

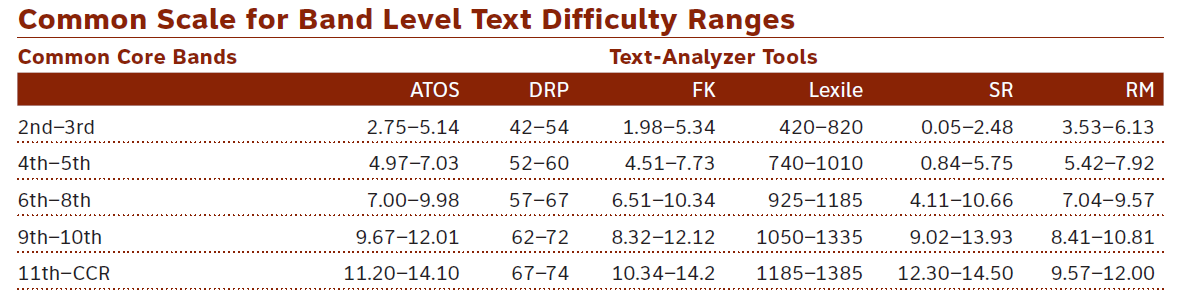
Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text 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.

“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.



**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)

**Using the WIDA MPIs**

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 can craft "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. Pg.31

**Framework Contents:**

Introduction – Purpose, Vision, Best Practices for Instruction and using the framework to plan effective units and lessons. (Note: Effective lesson planning is intentionally situated in larger themes/units to better develop students conceptual understanding and development of mastery of standards over time.)

Vocabulary – Instructional suggestions to support both explicit vocabulary instruction and reinforce incidental learning.

Pacing Guide – A *recommended* scope, sequence, and pacing of content, including “Big Ideas.”

Anchor Texts-Topic-specific complex texts, with Lexile levels indicated as available (Note: Teachers should carefully review texts to understand and plan for the demands/challenges learners might be expect to face, deliberately model specific literacy skills—including reading fluency, leverage student annotations, and carefully sequence text-dependent questions leading to higher order thinking.

TN State Recommended Readings/Texts/Passages – Readings recommended by the State.

State Standards - Tennessee State Social Studies Standards.

Big Ideas, Guiding Questions – Suggestions for lesson focus.

Vocabulary – Content Vocabulary (Tier 3) words/concepts that appear in Social Studies Domain and are important to student understanding, Academic Vocabulary (Tier 2), high-leverage words that appear across content domains.

Suggested Activities – Suggested Tasks, DBQs, TDQs, assignments and projects for use in planning lessons with literacy connections. **(Coded in green)**

Resources – Links to additional resources & Daily Lesson Plan sample

WIDA – Instructional modifications for ESL—in English as a Second Language classrooms, in all classrooms with English language learners, and as needed to support *any* student with limited language development and/or non-standard English (page 31)

Note:

# **What is a DBQ/TDQ?**

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.

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*.**

**Common Core State Standards: Focus on Vocabulary**

Effective vocabulary development occurs both incidentally and through explicit instruction. It 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 and with nonverbal communication. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

Academic Vocabulary (Tier 2) - High frequency words used by mature language users across several content areas. (Ex: obvious, expose, establish and verify.)

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 integral to content instruction. (Ex: lynching, abolitionist, slavery)

Explicit instruction of the Tier 2 academic words (typically in the context of the text and not necessarily through pre-teaching) is required in order for students to know and use the words accurately, per the Suggested Activities (3rd column). Multiple exposures and practice using these words are key characteristics of effective vocabulary instruction.

**Teaching Vocabulary for Mastery…**

1. Post the words in your classroom noting their syllabicated forms (ex: Pa-le-on–tol-o-gy) to aid struggling readers.
2. Provide a student-friendly definition of the word.
3. Suggest synonyms or antonyms for the word.
4. Put the new word into a context or connect it to a known concept, morpheme, or root.
5. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
6. Whenever you say the word, run your hand or a pointer under the syllables of the word as you pronounce it, quickly cueing struggling readers to associate your spoken word with the written word on the wall.
7. Use the new words in context of the lesson.
8. Ask questions that contain the new word; so, students must process its meaning in multiple ways.
9. Add the new word to an already existing classroom concept map, or construct a new concept map using the new word as the foundational concept.
10. Expect pairs of students to construct semantic word maps for new vocabulary.
11. Give students extra credit points for hearing or seeing content vocabulary in other contexts.

[References](javascript:toggleLayer('referencelist');)

McEwan, E.K. (2007).40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin Press.

**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****.*

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| --- |
| **WIDA**  [https://www.wida.us/standards/ELP\_standardlookup.aspx](https://www.wida.us/standards/ELP_standardlookup.aspx" \t "_blank)  **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 |

**Psychology**

**Pacing Guide**

|  |  |
| --- | --- |
| **Time** | **1st Quarter** |
| Weeks 1-2 | Research Methods, Measurement, and Statistics |
| Weeks 3-4 | Biological Basis of Behavior |
| Weeks 5-6 | Sensation and Perception |
| Weeks 7-9 | Life Span Development |
| **Time** | **2nd Quarter** |
| Weeks 1-2 | Social Interactions |
| Weeks 3-4 | Sociocultural Diversity |
| Weeks 5-6 | Memory |
| Week 7-9 | Psychological Disorders |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Methods, Measurement, and Statistics**  **(Weeks 1-2)** | | | |
| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** | |
| **P.1** Describe the Scientific Method and its role in psychology  **P.2** Describe and compare a variety of quantitative and qualitative research methods including:   * Surveys * Correlations * Experiments * Interviews * Narratives * Focus Groups   **P.3** Elaborate on systematic procedures used to improve the validity of research findings, including external validity  **P.4** Discuss how and why psychologists use non-human animals in research and identify ethical guidelines to follow regarding this type of research.  **P.5** Identify ethical standards psychologists must follow regarding research with human participants.  **P.6** Explain descriptive statistics and qualitative data and explain how they are used by psychological scientists.  **P.7** Define correlation coefficients and explain their appropriate interpretation.  **P.8** Interpret graphical representations of data as used in both quantitative and qualitative methods and explain other statistical concepts, such as statistical significance and effect size.  **P.9** Explain how validity and reliability of observations and measurements relate to data. | **P.**1 What is the scientific method?  **P.2** What are the different types of psychological research?  **P.3** What is makes an experiment valid?  **P.4** Why do psychologists use animals in research?  **P.5** What are ethics and why are they required for research?  **P.6** What iare the differences between qualitative and quantitative data?  **P.7** What are correlation coefficients?  **P.8** What statistical significance can be determined from graphs?  **P.9** Why is reliability and validity important in psychological research?  **Vocabulary (Tier 3)**  Naturalistic observation, longitudinal study, cross-sectional study, self-fulfilling prophecy, single-blind experiment, double-blind experiment, placebo effect, descriptive statistics, frequency distribution, central tendency, standard deviation, correlation coefficient, inferential statistics  **Academic Vocabulary (Tier 2):**  Sample, case study, survey, correlation, hypothesis, variable, experimental group, statistics, normal curve, variability, qualitative data, quantitative data  (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: nativism, creationism, individualism  Other examples: criticism, optimism, capitalism  **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 word changes that indicate different meanings or parts of speech (e.g., *correlate, correlation)* | **Textbook Reference:** Glencoe Understanding Psychology Chapter 2 - *Psychological Research Methods and Statistics* pages 34-57  **Lesson Review Questions:** page 41, 45, 54  **Chapter 2 Assessments:** Lesson Review Questions- page 56-57; Reviewing Vocabulary (Literacy Building); Recalling Facts (Summarizing/ Making Generalizations), Critical Thinking (Analysis)  **SUGGESTED ACTIVITIES**  **P.1** Students can create a graphic organizer (similar to the one on page 40) with their own potential experiment.  **P.2** Make a chart to describe, compare, and contrast the various types of research methods. Have students express which method they are most familiar and which method works best in which situation.  **P.3** Read the Case Study “The Case of the Clever Hans” on pg 46. Answer the three questions. Pay special attention to the mistakes made during the experiment.  **P. 4, P.5** In small groups, have students research ethical standards (assign one or two standards per group) from [www.apa.org](http://www.apa.org), they should brainstorm how violations of these ethics would cause harm to a human or animal participant. They should also cite evidence for these violations. In addition, they can discuss if there is ever an acceptable reason for violating the principle.  **P.6** Students should choose an activity that uses statistical reporting (such as sports, weather, finance, etc). They should gather data and create a distribution table and at least three different charts or graphs showing the data. The data should be orally presented and then visibly displayed.  **P.7, P.8** Have students conduct a survey within the class. They should display the results on a scatterplot. They should then apply evaluation rules and make conclusions about the results. Predict and determine correlation of the items in question.  **P.9** Have students read various trending articles about a current health care topic. Have students determine if the sources are valid and if the study is relevant to current health care trends.  **Connection to Language Standards**  <http://www.cognatarium.com/cognatarium/> | |
| **Biological Bases of Behavior**  **(Weeks 3-4)** | | | |
| **P.10** Identify the major divisions and subdivisions of the human nervous system  **P.11** Identify the parts of the neuron and describe the basic process of neural transmission  **P.12** Differentiate between the structures and functions of the various parts of the central nervous system  **P.13** Describe lateralization of brain functions  **P.14** Discuss the mechanisms and the importance of plasticity of the nervous system  **P.15** Describe how the endocrine glands are linked to the nervous system  **P.16** Describe how hormones affect behavior and mental processes  **P.17** Describe how hormones affect the immune system  **P.18** Analyze concepts in genetic transmission  **P.19** Describe the interactive effects of heredity and environment  **P.20** Explain how evolved tendencies influence behavior  **P.21** Identify tools used to study the nervous system  **P.22** Describe advances made in neuroscience and discuss issues related to scientific advances in neuroscience and genetics | **P.10** What are the two main parts of the human nervous system?  **P.11** What are the four basic parts of a neuron?  **P.12** What is the function of the nervous system?  **P.13** How does the brain work?  **P.14** Why is neuroplasticity important?  **P.15** What comprises the endocrine system?  **P.16** How do hormones and mental processes?  **P.17** What do hormones have to do with the immune system?  **P.18** How important is heredity in behavior and mental processing?  **P.19** What is meant by nature vs nurture?  **P.20** Does behavior evolve?  **P.21** What tools help study the nervous system?  **P.22** What are some advances in neuroscience and genetics?  **Vocabulary (Tier 3)**  Central nervous system (CNS), Peripheral Nervous system (PNS), synapse, somatic nervous system (SNS), Automatic nervous system (ANS), hindbrain, midbrain, forebrain, electroencephalograph (EEG), computerized axial tomography (CT), positron emission tomography (PET), magnetic resonance imaging (MRI), endocrine system  **Academic Vocabulary (Tier 2):**  Spinal cord, neurons, lobes, hormones, pituitary gland, heredity, identical twins, genes, fraternal twins,  (For Vocabulary Strategies- see page 4) | **Textbook Reference:** Glencoe Understanding Psychology Chapter 6 - *Body and Behavior* pages 155-169  **Lesson Review Questions:** p 159, 168  **SUGGESTED ACTIVITIES:**  **P.10** Journal a speculation of why it is important for psychologists to study the brain and nervous system. Have students write about a stressful situation where they had physical symptoms as well as emotional ones. Discuss the situations and why they think they had physical symptoms.  **P.11** Have students draw and label a neuron. At the bottom of the page, have them list the function of each part. For an example, see pg 157, Fig 6.2    **P.12** Have students do a quick write activity to compare the central nervous system to either a computer system or a sports team. Students should be able to connect individual functions and components and their value to each system.  **P.13** In groups, assign each group a different part of the brain. Have them present the functions and model of their part. Their annotated models can be 3-D, drawings, human representation or computer simulated. Then have each group interact to show how the parts of the brain interact.  **P.14** Students will research various learning disabilities such as  \*ADD/ADHD \*Reading issues \*Writing issues \*Math issues \*Dyslexia \*Dysgraphia \*Dyscalculia \*Dyspraxia \*Auditory processing disorder Visual processing issues \*Nonverbal learning disabilities \*Executive functioning issues \*Organization / time management issues \*Distractibility / inattention  \*Hyperactivity / impulsivity and include which part of the brain is affected by such disability. Students will suggest ways for the brain to compensate for the difference and some current techniques to help compensate for the disability. How can neuroplasticity be applied to said disability?  **P.15** Have students create a table listing the various glands of the endocrine system and explain how they affect human behavior.  **P.16** Organize students into groups of four. Have each groups select one of the endocrine glands and research it’s connection to general health and behavior. Reports should include a description of the gland, its location, the hormones it secretes, the role it plays in the body, and the problems that may occur if it malfunctions. Students should prepare visual aids, charts, and models to use during the presentation.  **P.17** Have students read and annotate the article “[Balanced Hormones = An Active Immune System](http://appliedhealth.com/hormones-do-effect-the-immune-system/)”. Then have them choose one of the hormones listed to research further. Have them write a short story about the hormone they chose as a hero and it’s role in the immune system. Be sure the characters include recent studies about the hormone, therapies to increase or decrease to a suitable level, what would happen if the hormone were to “die off” and how the hormone saves the day!  **P.18,** **P.19** Have students interview members of their families, especially elderly, on the amount of contribution they feel environment or heredity have on the following categories: \*body type \*intelligence \*personality \*mathematical ability \*hair growth (or loss) \*left or right-handed \*height \*longevity \*musical ability \*organization abilities. Have them create a chart or graph for each category to show how their families think of nature v nurture.  **P.20** Have students do a quick write explaining whether they would or would not like to select the intelligence and behavior characteristics of their children.  **P.21** Have visual examples of MRI, CT, EEG, PET results of a healthy brain. Also, have visual examples of abnormal results from those same types of tests. Have them predict causes of the abnormalities on those brains (concussion, seizure, birth defect, etc). Have them research and report how various brain traumas or absences will affect someone and which test will best be used to diagnose or explain the damage.  **P.22** Have students research different career fields in genetics and neuroscience. Have them find salary ranges, educational requirements, research possibilities, and advancement. Report back on their most interested career and what they would do to further the field. | |
| **Sensation and Perception**  **(Weeks 5-6)** | | | |
| **P.23** Examine the processes of sensation and perception and elaborate on how they interact  **P.24** Explain the concepts of threshold and adaptation.  **P.25** List forms of physical energy for which humans and nonhuman animals do and do not have sensory receptors,  **P.26** Describe the visual, sensory and auditory sensory systems.  **P.27** Describe other sensory systems, including olfaction and gustation, and identify skin senses, kinesthesis, and vestibular sense  **P.28** Explain Gestalt’s principles of perception  **P.29** Explain binocular and monocular depth cues  **P.30** Describe the importance of perceptual constancies  **P.31** Describe perceptual illusions and the nature of attention  **P.32** Explain how experiences and expectations influence perception | **P.23** What is the connection between sensation and perception?  **P.24** What is threshold and adaptation?  **P.25** Which forms of physical energy have and do not have sensory receptors?  **P.26** What are visual and auditory sensory systems?  **P.27** What are the secondary sensory systems?  **P.28** What are the five principles of Gestalt?  **P.29** How do monocular and binocular depth cues differ?  **P.30** Why are perceptual constancies important to our understanding of the world?  **P.31** Why are illusions relevant to our reality?  **P.32** How do experiences and expectations influence perception?    **Vocabulary (Tier 3)**  Psychophysics, absolute threshold, difference threshold, Weber’s law, signal-detection theory, binocular fusion, auditory nerve, optic nerve, vestibular system, olfactory nerve, kinesthesis, Gestalt, motion parallax, extrasensory perception (ESP)  **Academic Vocabulary (Tier 2):**  Sensation, Perception, pupil, lens, retina, constancy, illusions  (For Vocabulary Strategies- see page 4) | **Textbook Reference:** Glencoe Understanding Psychology Chapter 8 - *Sensation and Perception* pages 206-233  **Lesson Review Questions:** p 214, 222, 231  **SUGGESTED ACTIVITIES:**  **P.23** Show students 4 or 5 photographs of people involved in various activities and settings. Ask students to write a short description of each scene. Then ask 3 or 4 volunteers to share their descriptions of each picture. Have the class compare the descriptions. Challenge students to explain how a groups of people can look at the same picture and perceive it differently.  **P.24** Display the following questions:   1. Why do things look the way they do? 2. How do we see where we are in the environment? 3. How do we see whether or not we are moving, and, if we are, where are we going? 4. How do we see how to do things?   In small groups, have them imagine they are a psychophysicist and based on the textual evidence, determine tentative answers to the questions. They should be able to report at the end of the lesson.  **P.25** Make a chart of the senses like the one on pg 210, figure 8.2 Have students add a column to predict the limitations associated with the loss of each sense. Discuss the perceptions of the world without those senses.  **P.26, P.27** Have students make a list of their favorite foods/restaurants. Have them explain why they like those choices. Then, have them find ads or promotions to sell those foods. They should then determine each sensory system used to promote those foods. Based on what is learned in the text and the cues from the ads, how do food producers and marketers use these sensory systems to promote food sales and consumptions?  **P.28**. Show After viewing the examples of Gestalt on pg 224, have students share their own examples of these types of sensory groupings.  **P.29** **- P.32** Share the images from the website on [perception](http://www.eruptingmind.com/depth-perception-cues-other-forms-of-perception/). Allow students to analyze the concepts of binocular and monocular perception. Allow students to experiment with the line test and optical illusions. Show images from the [sidewalk chalk artist](http://www.demilked.com/3d-sidewalk-chalk-art/) to let students see how this concept is used. | |
| **Life Span Development**  **(Weeks 7 -9)** | | | |
| **P.33** Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development  **P.34** Explain issues of continuity/discontinuity and stability/change  **P.35** Distinguish methods used to study development  **P.36** Describe the role of sensitive and critical periods in development  **P.37** Discuss issues related to the end of life.  **P.38** Discuss cognitive, moral and social development theories  **P.39** Describe physical development from conception through birth and identity    **P.40** Describe the reflexes, temperament, and abilities of newborns  **P.41** Elaborate on physical and motor development during infancy  **P.42** Describe the development of infant perceptual abilities, intelligence, memory, thinking ability, communication and language  **P.43** Describe social, cultural, and emotional development through childhood  **P.44** Identity major physical changes  **P.45** Describe the development of reasoning and morality  **P.46** Describe the formation of identity  **P.47** Examine the role of family development  **P.48** Identify major physical changes associated with adulthood and aging  **P.49** Describe cognitive changes that occur in adulthood and throughout the aging process  **P.50** Assess the social, cultural, and emotional issues in aging. | **P.33** How does the brain function in the different stages of development?  **P.34** What are continuity and discontinuity and stability and change?  **P.35** Which methods are used to study development?  **P.36** What are the critical periods of development?  **P.37** What are some pressing issues related to the end of life?  **P.38** What are the differences in the three developmental theories?  **P.39** How do we physically develop over a lifespan?  **P.40** What are the reflexes and abilities of newborns?  **P.41** How does motor development change during infancy?  **P.42** How do infants perceive and communicate?  **P.43** What are the various developments through childhood?  **P.44** What are the physical changes through childhood?  **P.45** How does reasoning develop?  **P.46** How do identities form?  **P.47** How do families develop?  **P.48** What are some physical changes in adulthood and aging?  **P.49** What cognitive changes happen in adulthood?  **P.50** What are some concerns humans face as they age?  **Vocabulary (Tier 3)**  **Developmental psychology, maturation, telegraphic speech, object permanence, representational thought, imprinting, sublimation, menarche, spermarche, asynchrony, social learning theory, anorexia nervosa, bulimia nervosa, androgynous, gender schema, generativity, decremental model of aging, senile dementia, Alzheimer’s disease, thanatology**  **Academic Vocabulary (Tier 2):**  **Grasping reflex, rooting reflex, schema, assimilation, accommodation, conservation, egocentric, critical period, authoritarian family, democratic/authoritative family, permissive/laissez-faire family, socialization, identification, role taking, initiation rites, puberty, rationalization, identity crisis, clique, conformity, gender identity, gender role, gender stereotype, menopause, stagnation, ageism, hospice** | **Textbook Reference:** Glencoe Understanding Psychology  Chapter 3 - *Infancy and Childhood* pages 60-87  **Lesson Review Questions:** p 68, 77, 86  Chapter 4 - *Adolescence*, pages 92-123  **Lesson Review Questions:** p 99, 108, 115, 122  Chapter 5 - *Adulthood and Old Age*, pages 128-149  **Lesson Review Questions:** p 136, 143, 147  **P.33-P.34** Have photos of the brain at the different stages of life. Have students do an observation and make a chart with the features and functions (based on the text and images) of the brain at each stage.  **P.35** Have the students have a café conversation where they role-play as each the developmental psychologists. Have them answer as they think that psychologist would when having a conversation about development.  **P.36** Have students read “[Early Life Experience](http://www.dana.org/News/Early_Life_Experience,_Critical_Periods,_and_Brain_Development/)” article. Have them create a blog response to the article. They can either agree or disagree with the article, but their opinion must be supported by citing evidence from the text book as well as the posted article.  **P.37** Have students interview an elderly person in their life. Have them record the concerns shared by that person. Have them offer ways to address those concerns. They need to report back to class with the concerns and their solutions.  **P.38** Compare Piaget’s cognitive development stages with Erikson’s stages of psychosocial development. Have students correlate the role that cognitive development plays in social development.    **P.39** Make a timeline depicting the various stages of physical development from birth to old age  **P.40** Watch [Primitive reflexes](https://youtu.be/vdiCep6OStA) video to have a visual understanding of these important reflexes. Have students brainstorm the problems that could occur if these reflexes are absent. Have them compare their idea to research.  **P.41 - P.42** Have students review [girl](file:///C:\Users\smithlv\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\E4L7E776\grchrt_girls_24lw_9210.pdf) and [boy](file:///C:\Users\smithlv\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\E4L7E776\grchrt_boys_24hdcirc-l4w_rev90910.pdf) growth charts. Bring in baby dolls and have them measure the dolls to see if they are the right ratios. Bring in a speaker from a local pediatrician to explain the importance of proper development in infants  **P.43** Have students write a persuasive essay about the importance of early childhood education. What are the social, cultural, and emotional benefits of a balanced childhood?  **P.44** Organize students into small groups. Have the groups write about five different scenarios that involve an identity crisis that a teen might face. The scenarios should be open-ended. Each group should select one scenario to role-play to the entire class. After each scenario, the class should discuss possible solutions for the crisis.  **P.45** Based on textual information, have students create chart that give examples of problems adolescents face as their reasoning capacity is maturing. Use the six problems identified by Dr. Elkind on pg 103. The chart should list the problem and then provide examples of typical teen responses then mature responses for each scenario.  **P.46** Have students read “Good Looks are Over-rated” excerpt on pg 105. Ask them to journal a response to the following questions:   * Why do you think the study found that parents’ high standards and respect for their son’s decision making ability were more important to self esteem than good looks? * Do you think a study conducted with female would have the same results? * Why or why not?   **P.47** Create an illustration or diagram to show the lifecycle of a typical family.  **P.48 - P.50** Research agencies that aid adults who need assistance.   * What are the qualifications to receive the assistance? * What are the services provided? * What are the stereotypes associated with the service? * What are the strains on society for offering these services? * What should be the family’s obligation to the aging adult? * What are the emotional detriments and benefits to the aging adult? | |
| **Literacy Lessons and Activities/Sample Tasks & Lessons** | | | |
| **RH9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  **P.48 - P.50** Research agencies that aid adults who need assistance.   * What are the qualifications to receive the assistance? * What are the services provided? * What are the stereotypes associated with the service? * What are the strains on society for offering these services? * What should be the family’s obligation to the aging adult? * What are the emotional detriments and benefits to the aging adult? | **RH9-11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.  **RH11-12.6 Write arguments focused on *discipline-specific content*. A.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  **P.17** Have students read and annotate the article “[Balanced Hormones = An Active Immune System](http://appliedhealth.com/hormones-do-effect-the-immune-system/)”. Then have them choose one of the hormones listed to research further. Have them write a short story about the hormone they chose as a hero and it’s role in the immune system. Be sure the characters include recent studies about the hormone, therapies to increase or decrease to a suitable level, what would happen if the hormone were to “die off” and how the hormone saves the day! | | **RH11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **P.26, P.27** Have students make a list of their favorite foods/restaurants. Have them explain why they like those choices. Then, have them find ads or promotions to sell those foods. They should then determine each sensory system used to promote those foods. Based on what is learned in the text and the cues from the ads, how do food producers and marketers use these sensory systems to promote food sales and consumptions? |

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| **Additional Resources** | |
| Web Center for Social Research Methods  <http://www.socialresearchmethods.net/>  Social Psychology Network  [http://www.socialpsychology.org/teaching.htm - smallgroup](http://www.socialpsychology.org/teaching.htm#smallgroup)  Narrative Psych Resource Guide  <http://web.lemoyne.edu/~hevern/narpsych/narpsych.html>  Psych Central  <http://psychcentral.com/>  Cultural Intelligence Scale  <http://linnvandyne.com/cq.html>  Lifespan Development  <http://www.learner.org/series/discoveringpsychology/development/dev_flash.html>  Discovering Psychology  <http://www.learner.org/series/discoveringpsychology/index.html>  Teaching With Data  <http://www.teachingwithdata.org/>  Boundless Psychology  <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/> | Simply Psychology  <http://www.simplypsychology.org/>  Teachers of Psychology in Secondary Schools (TOPSS)  <http://www.apa.org/ed/precollege/topss/resources.aspx>  Erupting Minds - Perceptions  <http://www.eruptingmind.com/depth-perception-cues-other-forms-of-perception/> |