

Winslow Township School District
Psychology
Unit 3: Development and Learning

Overview: Psychologists study human behavior to attempt to explain and predict why people behave and feel as they do. The developmental changes that occur in humans during their life span affects mental processes and behavior. Behavioral psychologists explain the acquisition of behavior through learning processes that include classical conditioning, operant conditioning, and social learning.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
Unit 3 Development and Learning	IIIA-1 IIIA-2 IIIA-3 IIIA-4 IVA-1 IVA-2 IVA-3 IVA-4 IVA-5 IVC-3 IVC-4 WIDA 1, 5	<ul style="list-style-type: none"> • Developmental Research Methods • Physical Development • Cognitive Development • Social Development • Moral Development • Temperament and Parenting Styles • Adolescent Changes • Sex and Gender Development • Classical Conditioning • Taste Aversions and • Counterconditioning • Operant Conditioning • Cognitive Learning Models • Biological Preparedness and Constraints • Development of Language • Theories of Language Acquisition 	<ul style="list-style-type: none"> • How do humans change throughout the lifespan? • How do we learn? • What influence have individuals like Pavlov and Skinner had on the field of psychology? • Does conditioning affect emotions, motivations, or other factors? • How do rewards and punishments affect learning and behavior? • What is the difference between surface structure and deep structure of language?
Unit 3: Enduring Understandings	<ul style="list-style-type: none"> • Physical changes influence personality. • A relationship exists between physical, cognitive, social, and emotional development. • Individuals learn through different methods. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: Development and Learning	IIIA-1	Development as a lifelong process	2	25
	IIIA-2	Research techniques used to gather data on the developmental process	1	
	IIIA-3	Theories of development	3	
	IIIA-4	Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)	2	
	IVA-1	Characteristics of learning	1	
	IVA-2	Principles of classical conditioning	2	
	IVA-3	Principles of operant conditioning	2	
	IVA-4	Components of cognitive learning	2	
	IVA-5	Roles of biology and culture in determining learning	2	
	IVC-3	Structural features of language	2	
	IVC-4 language acquisition	Theories and developmental stages of language acquisition	2	
	Assessment, Re-teach and Extension			

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Unit 3		
Content Statement	Indicator #	Indicator
Development as a lifelong process	IIIA-1	Describe physical, social, and cognitive changes from the prenatal period throughout the life span.
Research techniques used to gather data on the developmental process	IIIA-2	Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.
Theories of development	IIIA-3	Explaining components of various developmental models (e.g. Piaget, Erikson, Kohlberg)
Issues surrounding the developmental process	IIIA-4	Describe the role of critical periods in development. Explain the issues of continuity/discontinuity and stability/instability in development.
Characteristics of learning	IVA-1	Define learning as relatively permanent changes of behavior resulting from experience.
Principles of classical conditioning	IVA-2	Labeling elements in classical conditioning examples.
Principles of operant conditioning	IVA-3	Describe the operant conditioning paradigm.
Components of cognitive learning	IVA-4	Differentiate insight learning from other forms of learning. Describe examples of learning by observation, such as Bandura's bobo doll study.
Roles of biology/culture in determining learning	IVA-5	Describe biological constraints on learning.
Structural features of language	IVC-3	Identifying the basic unit of language as phonemes that are combined in meaningful strings known as morphemes.
Theories and developmental stages of language acquisition	IVC-4	Comparing the views of Chomsky and Skinner on language development.

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Assessment Plan	
<ul style="list-style-type: none"> • Graphic Organizer Chart completion and success • Graphic Organizer Chart completion and success • Timeline completion and success • Chapter and/or Section Guided Reading worksheet completion and success • Graphic Organizer Web completion and success • Graphic Organizer Chart completion and success • Outline completion and success • Graphic Organizer Chart completion and success • Chapter and/or Section worksheet completion and success • Unit Assessment Test 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Thinking About Psychology 3rd edition, 2013 • Thinking About Psychology 3rd edition, 2013 assessment and activity binder 	<ul style="list-style-type: none"> • Chapter Assessment Quiz • Class Notes and Vocabulary • Chapter and Section Guided Reading sheet • Chapter and/or Section worksheet • Unit Assessment Test
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation an Training & 9.4 Life Literacies and Key Skills

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: ☑ Listen to audio recordings instead of reading text ☑ Learn content from audiobooks, movies, videos and digital media instead of reading print versions ☑ Use alternate texts at lower readability level ☑ Work with fewer items per page or line and/or materials in a larger print size ☑ Use magnification device, screen reader, or Braille / Nemeth Code ☑ Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) ☑ Be given a written list of instructions ☑ Record a lesson, instead of taking notes ☑ Have another student share class notes with him ☑ Be given an outline of a lesson ☑ Be given a copy of teacher's lecture notes ☑ Be given a study guide to assist in preparing for assessments ☑ Use visual presentations of verbal material, such as word webs and visual organizers ☑ Use manipulatives to teach or demonstrate concepts ☑ Have curriculum materials translated into native language

Response accommodations: ☑ Use sign language, a communication device, Braille, other technology, or native language other than English ☑ Dictate answers to a scribe ☑ Capture responses on an audio recorder ☑ Use a spelling dictionary or electronic spell-checker ☑ Use a word processor to type notes or give responses in class ☑ Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: ☑ Work or take a test in a different setting, such as a quiet room with few distractions ☑ Sit where he learns best (for example, near the teacher, away from distractions) ☑ Use special lighting or acoustics ☑ Take a test in small group setting ☑ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) ☑ Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: ☑ Take more time to complete a task or a test ☑ Have extra time to process oral information and directions ☑ Take frequent breaks, such as after completing a task

Scheduling accommodations: ☑ Take more time to complete a project ☑ Take a test in several timed sessions or over several days ☑ Take sections of a test in a different order ☑ Take a test at a specific time of day

Organization skills accommodations: ☑ Use an alarm to help with time management ☑ Mark texts with a highlighter ☑ Have help coordinating assignments in a book or planner

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in psychology studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

CCSS.ELA-LITERACY.RH.11-12.1

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.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.