

**Winslow Township School District**  
**Psychology**  
**Unit 6: Individual Variations**

**Overview:** This unit examines the differences that makes us unique. It will examine the theories of motivation and emotion. The unit will also investigate the many theories of personality and evaluate how personality is tested. Abnormal psychology is covered in this unit. Identification, classification and the impact of disorders will be covered.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<b>Unit 6</b>  <b>Individual Variations</b>	IIC-1 IIC-2 IIC-3 IIC-4 IIC-5 IIC-6 IIC-7 IIIB-1 IIIB-2 IIIB-3 VA-1 VA-2 VA-3 VA-4  WIDA 1, 5	<ul style="list-style-type: none"> <li>• The theories of motivation.</li> <li>• The physiological and environmental influences on hunger and eating.</li> <li>• The physiological and environmental influences on general behavior.</li> <li>• Theories of emotion.</li> <li>• Trait theory.</li> <li>• Psychodynamic theory.</li> <li>• Social Cognitive theory.</li> <li>• Humanistic theory.</li> <li>• The types of personality tests.</li> <li>• The various psychological disorders and their symptoms.</li> <li>• The classification system used in the Diagnostic and Statistical Manual of Mental Disorders.</li> <li>• The challenges individuals face who suffer from psychological disorders.</li> <li>• The impact psychological disorders have on families and society</li> </ul>	<ul style="list-style-type: none"> <li>• How would people describe you as a person?</li> <li>• What motivates a person to work at their fullest potential?</li> <li>• What are the rules for expressing your emotions with regard to culture, age, gender, and religious beliefs?</li> <li>• How do you know when someone is mentally ill?</li> <li>• Why does mental illness have a negative connotation?</li> <li>• What are the most common forms of mental illness?</li> </ul>
<b>Unit 6:</b> <b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Personality has many influences and explanations.</li> <li>• Motivation and emotional styles are set at an early age of personality development.</li> <li>• Normal and abnormal behavior differ with regard to the frequency, intensity, and duration of a behavior.</li> <li>• The classification system of mental illness reflects current trends in society.</li> </ul>		

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Curriculum Unit 6	Standards		Pacing	
			Days	Unit Days
<b>Unit 6: Individual Variations</b>	IIC-1	Motivational concepts	1	33
	IIC-2	The role of biology and learning in motivation and emotion	2	
	IIC-3	Major theories of motivation	3	
	IIC-4	Interaction of biological and cultural factors in emotions and motivations	2	
	IIC-5	Role of values and expectancies in determining choice and strength of motivation	2	
	IIC-6	Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects	3	
	IIC-7	Effects of motivation and emotion on perception, cognition, and behavior	1	
	IIIB-1	How to distinguish between personality and personality constructs	1	
	IIIB-2	Personality approaches and theories	4	
	IIIB-3	Assessment tools used in personality	2	
	VA-1	Characteristics and origins of abnormal behavior	2	
	VA-2	Methods used in exploring abnormal behavior	2	
	VA-3	Major categories of abnormal behavior	2	
	VA-4	Impact of mental disorders	2	
	Assessment, Re-teach and Extension		4	

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Unit 3		
Content Statement	Indicator #	Indicator
Motivational concepts	IIC-1	Apply motivational concepts to the behavior of humans and other animals.
The role of biology and learning in motivation and emotion	IIC-2	Describe the interaction of internal cues and learning on basic drives. Describe the situational cues giving rise to anger and fear.
Major theories of motivation	IIC-3	Describe the theories of motivation.
Interaction of biological and cultural factors in emotions and motivations	IIC-4	Describe how the development of their own motives was affected by their parents, peers, and genetic and biological factors. Describe changes in student motivation from the beginning of the school year to the present.
Role of values and expectancies in determining choice and strength of motivation	IIC-5	Use expectancy-value theory to explain their own and others' behavior.
Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects	IIC-6	Describe the theories of emotion.
Effects of motivation and emotion on perception, cognition, and behavior	IIC-7	Explain how emotions and behaviors are related. Explain how learning, memory, problem-solving, and decision-making strategies are influenced by motivation and emotion.
How to distinguish between personality and personality constructs	IIIB-1	Define personality as the individual's unique way of thinking, feeling, and acting.
Personality approaches and theories	IIIB-2	Identify important contributions to the understanding of personality by explaining the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

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Assessment tools used in personality	IIIB-3	Describe tests used in personality assessment. Distinguish between objective and projective techniques of personality assessment.
Characteristics and origins of abnormal behavior	VA-1	Distinguish the common characteristics of abnormal behavior. Describe major explanations for the origins of abnormality.
Methods used in exploring abnormal behavior	VA-2	Characterize the advantages and limitations of different research methods for studying abnormal behavior.
Major categories of abnormal behavior	VA-3	Discuss major categories of abnormal behavior.
Impact of mental disorders	VA-4	Consider factors that influence vulnerability to abnormal behavior. Speculate about means for promoting greater understanding of abnormal behavior.

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

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### Psychology

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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/>

## Winslow Township School District

### Psychology

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

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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.