Winslow Township School District
Psychology
Unit 7: Applications of Psychological Science

Overview: This unit explores the psychological science behind the different kinds of psychological and biomedical therapies. The types of professionals that utilize those therapies is also discussed. The unit also delves into the link between stress and illness. It looks to explore how certain behaviors and thoughts can improve health and wellness.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
Unit 7 **Applications of Psychological Science**	VB-1 VB-2 VB-3 IID-1 IID-2 IID-3 IID-4 WIDA 1, 5	• Defining psychotherapy • Outlining a history of psychotherapy and Freud's influence • Differentiating between the various forms of therapy indicating the positive and negative aspects of each • Who practices therapy. • What is the difference between psychological and biomedical therapies. • The main classes of drugs used in therapy. • Examples of those drugs with the positive and negative aspects of the drugs. • What is psychosurgery • What is electroconvulsive therapy • When are they used and the positives and negatives of each. • Define stress and health psychology • Identify stressful events and what are the causes • Discuss the correlation between increased stress and some health problems and diseases. • What is positive psychology • Discuss the correlation between increasing some positive behaviors and the outcomes	• What are some of the difficulties in treating mental illness? • Why do most people delay psychological intervention? • What is stress? • How can I stay happy, even when stressful things are going on?
Unit 7: Enduring Understandings	• Treatment is constantly evolving and changing as more is discovered about the causes of psychopathology. • Stress is a normal part of life. • There are many types of stressors in life that come from a variety of sources.		

Curriculum Unit 7	Standards		Pacing	
			Days	Unit Days
Unit 7: Applications of Psychological Science	VB-1	Prominent methods used to treat individuals with disorders	4	26
	VB-2	Types of practitioners who implement treatment	2	
	VB-3	Legal and ethical challenges involved in delivery of treatment	2	
	IID-1	Sources of stress	2	
	IID-2	Physiological reactions to stress	3	
	IID-3	Psychological reactions to stress	4	
	IID-4	Cognitive and behavioral strategies for dealing with stress and promoting health	5	
	Assessment, Re-teach and Extension		4	

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Unit 7		
Content Statement	**Indicator #**	**Indicator**
Prominent methods used to treat individuals with disorders	VB-1	Describing major treatment orientations used in therapy, such as behavioral, cognitive, psychoanalytic, humanistic, and biomedical
Types of practitioners who implement treatment	VB-2	Differentiate between various types of intervention specialists (e.g., psychologist, psychiatrist, counselor, social worker). Identify the advantages and disadvantages of different types of practitioners.
Legal and ethical challenges involved in delivery of treatment	VB-3	Examine the influence of ethics and professional practice.
Sources of stress	IID-1	Identify and explain major sources of stress.
Physiological reactions to stress	IID-2	List and explain possible physiological reactions to stress
Psychological reactions to stress	IID-3	List and explain possible psychological reactions to stress.
Cognitive and behavioral strategies for dealing with stress and promoting health	IID-4	Identify and explain cognitive strategies to deal with stress and promote health.

Assessment Plan	
• 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	Alternative Assessments: • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	**Activities**
• Thinking About Psychology 3ʳᵈ edition, 2013 • Thinking About Psychology 3rd edition, 2013 assessment and activity binder	• 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	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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/

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 a nd/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 buff ers 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.

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grades 9-12 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • 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	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • 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 Additional Strategies may be located at the links: ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

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.