

Psychology Curriculum
Cliffside Park High School
September 2019

GRADE: 11-12 Elective

Unit Name: Intro to Psychology: Philosophical Approaches and Scientific Inquiry

Duration: 4 weeks

Enduring Understanding:

- Students will discover and analyze various concepts in the introduction to psychology as an emergent 21st century field of study, including, but not limited to: the development of psychology as an empirical science, research methods, measurements and statistics, philosophical approaches to psychology (both historical and modern), basic concepts of data analysis, and studies on human and non-human animals.
- Students will respond to their peers effectively.
- Students will develop note-taking and study habit skills commensurate with their grade level and teacher expectations.

Essential Questions:

- What is psychology and how did it form as a separate area of study?
- What makes psychology a science and how does it differ from other sciences?
- How do psychologists use research so that they may describe, predict, and change human and non-human animal behavior?

Topics and Skills Covered:

- Students will know:

- The early history of psychology as an empirical science
 - The six broad categories of research methods found in psychology (including: longitudinal, cross, survey, naturalistic, etc)
 - The five main domains of current psychology (including: psychoanalytic, behavioral, social, humanistic, cognitive)
 - How to do rudimentary statistical analysis
 - Examples of famous experiments done on human and non-human subjects
 - Major driving questions of psychology
-
- Students will be able to:
 - Trace the history of psychology through the modern day
 - Define behavior in terms of psychological categories
 - Predict behavior in certain condition using psychological jargon
 - Have a fundamental grasp of statistical manipulation

Assessments:**Formative:**

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.
- Psychology Journal.

Resources:**Textbook:**

- Understanding Psychology, McGraw Hill Education

Primary and Secondary

- Primary sources: Excerpts from field reports of Jane Goodall. Videos of experiments conducted by Watson and Rayner (Baby Albert) and others.

Relevant Standards:

APA Standards for High School Psychology

- APA Standards 1.1, 1.2, 1.3, 1.4, 2.1, 2.2

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis with Math Department

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<ul style="list-style-type: none">• Student may create a Google Slide presentation and explain information in their native language	
--	---	--

Unit Name: Sensation and Perception**Duration: 3 weeks****Enduring Understanding:**

- Students are invited to discover and analyze various concepts in sensation and perception as an emergent 21st century field of study. Categories will include, but not be limited to, discussion of the following topics:

- Measuring perception
- Threshold
- Sensory Adaptation
- Signal Detection Theory
- Vision
- Blindness and Color Deficiency
- Hearing
- Deafness
- Body and Chemical Senses
- Principles of perceptual organization (gestalt, etc)
- Types of perception and illusions

Essential Questions:

- How do we perceive the world? How can this perception be inaccurate?

Topics and Skills Covered:

Students are able to (performance standards)

- 1.1 Discuss processes of sensation and perception and how they interact.
- 1.2 Explain the concepts of threshold and adaptation.

- 2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
- 2.2 Describe the visual sensory system.
- 2.3 Describe the auditory sensory system.

2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesia, and vestibular sense).

3.1 Explain Gestalt principles of perception.

3.2 Describe binocular and monocular depth cues.

3.3 Describe the importance of perceptual constancies.

3.4 Describe perceptual illusions.

3.5 Describe the nature of attention.

3.6 Explain how experiences and expectations influence perception.

Assessments:

Formative:

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.
- Psychology Journal.

Resources:

Textbook:

- Understanding Psychology, McGraw Hill Education

Relevant Standards:

APA Standards for High School Psychology

- See above

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

Unit Name: Developmental Psychology

Duration: 6 weeks

Enduring Understanding:

- Students are invited to discover and analyze various concepts in developmental psychology as an emergent 21st century field of study, broadly outlined by three main subcategories: Infancy and Childhood (including fetal, newborn, infant, and early childhood), Adolescence, and Adulthood/Old Age.
- Categories will include, but not be limited to, discussion of the following topics:

Infancy and Childhood

- Benchmarks of development
- Reflexes
- Language Development
- Perceptual Development
- Cognitive and Emotional Development
- Social Development (Abuse)
- Freud's Psychosexual Development
- Erikson and Piaget

Adolescence

- Cognitive, Social, and Physical Development
- Gender Roles

Adulthood and Old Age

- Physical and Cognitive Changes
- Mental Functions in Old Age (Including Dementia)
- Dying and Death
- Grief (Kubler-Ross)

Essential Questions:

- How do people grow and develop physically throughout the life span?
- How do people grow and develop intellectually throughout the life span?
- How do people grow and develop socially throughout the life span?
- How do people grow and develop morally throughout the life span?
- How do people grow and develop personality throughout the life span?
- How do the theories of Piaget, Freud, Erikson, and Kohlberg describe child development? How do they compare and contrast?
- How do children develop a idea of self-concept?

Topics and Skills Covered:

Students are able to (performance standards):

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.
- 1.5 Discuss issues related to the end of life.

- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.
- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.
- 3.2 Describe newborns' reflexes, temperament, and abilities.

- 4.1 Describe physical and motor development.
- 4.2 Describe how infant perceptual abilities and intelligence develop.
- 4.3 Describe the development of attachment and the role of the caregiver.
- 4.4 Describe the development of communication and language.

- 5.1 Describe physical and motor development.
 - 5.2 Describe how memory and thinking ability develops.
 - 5.3 Describe social, cultural, and emotional development through childhood.
 - 6.1 Identify major physical changes.
 - 6.2 Describe the development of reasoning and morality.
 - 6.3 Describe identity formation.
 - 6.4 Discuss the role of family and peers in adolescent development.
-
- 7.1 Identify major physical changes associated with adulthood and aging.
 - 7.2 Describe cognitive changes in adulthood and aging.
 - 7.3 Discuss social, cultural, and emotional issues in aging.
-
- 2.1 Explain the process of language acquisition.
 - 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
 - 2.3 Evaluate the theories of language acquisition.
 - 3.1 Identify the brain structures associated with language.
 - 3.2 Discuss how damage to the brain may affect language.

Assessments:

Formative:

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.
- Psychology Journal.

Resources:

Textbook:

- Understanding Psychology, McGraw Hill Education

Primary and Secondary

- Primary sources: Excerpts from Sigmund Freud The Interpretation of Dreams

Relevant Standards:

APA Standards for High School Psychology

- See above

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

Unit Name: Cognition

Duration: 5 weeks

Enduring Understanding:

- Students are invited to discover and analyze various concepts in cognition as an emergent 21st century field of study. Categories will include, but not be limited to, discussion of the following topics:

Memory and Thought

- Sensory Memory
- Encoding and Decoding
- Short Term and Working Memory
- Memory and the Brain
- Recognition, recall, and relearning
- Amnesia
- Thinking

Altered States of Consciousness

- Sleep and dreams
- Meditation
- Hypnosis
- Drugs and their effects including hallucination

Intelligence

- IQ (Including the Stanford-Binet Theory of Intelligence)
- EQ
- Aptitude and Achievement Tests

Essential Questions:

- What is memory?

- What is consciousness and how can it be altered?
- What are dreams?
- What parts of the brain are responsible for thinking and memory?
- What is IQ and EQ and how are some people differently abled than others?

Topics and Skills Covered:

Students are able to (performance standards)

- 1.1 Identify states of consciousness.
- 1.2 Distinguish between processing which is conscious (i.e., explicit) and other processing which happens without conscious awareness (i.e., implicit).
- 2.1 Describe the circadian rhythm and its relation to sleep.
- 2.2 Describe the sleep cycle.
- 2.3 Compare theories about the functions of sleep.
- 2.4 Describe types of sleep disorders.
- 2.5 Compare theories about the functions of dreams.
-
- 3.1 Characterize the major categories of psychoactive drugs and their effects.
- 3.2 Describe how psychoactive drugs act at the synaptic level.
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs.
- 3.4 Explain how culture and expectations influence the use and experience of drugs.
-
- 4.1 Describe meditation and relaxation and their effects.
- 4.2 Describe hypnosis and controversies surrounding its nature and use.
- 4.3 Describe flow states.
-
- 1.1 Identify factors that influence encoding.
- 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing.
- 1.3 Discuss strategies for improving the encoding of memory.
- 2.1 Describe the differences between working memory and long-term memory.
- 2.2 Identify and explain biological processes related to how memory is stored.
- 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- 2.4 Discuss strategies for improving the storage of memories.

- 3.1 Analyze the importance of retrieval cues in memory.
 - 3.2 Explain the role that interference plays in retrieval.
 - 3.3 Discuss the factors influencing how memories are retrieved.
 - 3.4. Explain how memories can be malleable.
 - 3.5 Discuss strategies for improving the retrieval of memories.
-
- 1.1 Define cognitive processes involved in understanding information.
 - 1.2 Define processes involved in problem solving and decision making.
 - 1.3 Discuss non-human problem-solving abilities.
 - 2.1 Describe obstacles to problem solving.
 - 2.2 Describe obstacles to decision making.
 - 2.3 Describe obstacles to making good judgments.
-
- 1.1 Discuss intelligence as a general factor.
 - 1.2 Discuss alternative conceptualizations of intelligence.
 - 1.3 Describe the extremes of intelligence.
 - 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
 - 2.2 Identify current methods of assessing human abilities.
 - 2.3 Identify measures of and data on reliability and validity for intelligence test scores.
 - 3.1 Discuss issues related to the consequences of intelligence testing.
 - 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence.

Assessments:

Formative:

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.

- Psychology Journal.

Resources:

Textbook:

- Understanding Psychology, McGraw Hill Education

Primary and Secondary

- Secondary and Primary sources: The Interpretation of Dreams by Sigmund Freud. The Man Who Mistook His Wife for a Hat by Oliver Sachs. Awakenings by Penny Marshall

Relevant Standards:

APA Standards for High School Psychology

- See above

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

Unit Name: Conditioning and Learning

Duration: 3 weeks

Enduring Understanding:

- Students are invited to discover and analyze various concepts in conditioning and learning as an emergent 21st century field of study. Categories will include, but not be limited to, discussion of the following topics:

Classical Conditioning

- Stimulus, response (both US and CS)
- Pavlov
- Generalization
- Extinction
- Behaviorism

Operant Conditioning

- Positive and negative reinforcement
- BF Skinner and Henry Harlow
- Primary and Secondary reinforcers
- Schedule of reinforcement
- Punishment

Social and Cognitive Learning

- Modeling and behavior modification
- Self-control
- Learned Helplessness

Essential Questions:

- How do we learn and how can we learn better?

- What are the methods of learning and what can that teach us about the human experience?
- What are learning disabilities and how can we overcome them?

Topics and Skills Covered:

Students are able to (performance standards)

- 1.1 Describe the principles of classical conditioning.
 - 1.2 Describe clinical and experimental examples of classical conditioning.
 - 1.3 Apply classical conditioning to everyday life.
-
- 2.1 Describe the Law of Effect.
 - 2.2 Describe the principles of operant conditioning.
 - 2.3 Describe clinical and experimental examples of operant conditioning.
 - 2.4 Apply operant conditioning to everyday life.
-
- 3.1 Describe the principles of observational and cognitive learning.
 - 3.2 Apply observational and cognitive learning to everyday life.

Assessments:**Formative:**

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.
- Psychology Journal.

Resources:**Textbook:**

- Understanding Psychology, McGraw Hill Education

Primary and Secondary

- Secondary and Primary sources: Videos of experiments by BF Skinner and Henry Harlow

Relevant Standards:

APA Standards for High School Psychology

- See above

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

Unit Name: Personality Psychology (Including Motivation and Emotion and Abnormal Psychology)

Duration: 10 weeks

Enduring Understanding:

- Students are invited to discover and analyze various concepts in personality psychology as an emergent 21st century field of study. Categories will include, but not be limited to, discussion of the following topics:

Motivation

- Drive reduction theory
- Instinct
- Extrinsic and intrinsic motivation
- Incentive Relativity (Flaherty)
- Biological motives (thirst, hunger, sex, etc)
- Need for achievement and fear of failure
- Maslow's Hierarchy of Needs

Emotion

- Identifying, Defining, and Dealing with Emotion
- James-Lange Theory
- Cannon-Bard Theory
- Body Language and Lie Detection
- Opponent-Process Theory

Personality Testing

- The MMPI
- Myers-Brigg
- TAT and Rorschach

Psychological Disorders

- Identifying Mental Disorders

- Problems with classification
- Anxiety/Stress/and PTSD
- Depression
- Dissociative Disorders
- Schizophrenia
- Developmental Disorders (Autism, etc)
- Disorders and Addiction
- Methods of Treatment

Essential Questions:

- What are emotions, why do we feel them, how can they be used for achievement, and why are they sometimes troubling?
- How can we categorize and predict human personality?
- How do needs affect our behavior?
- What is abnormal psychology and how does it affect individuals?
- How do the theories of abnormal psychology tell us about ourselves? How do they compare and contrast?
- What treatment options are available for people with disorders of the mind?

Topics and Skills Covered:

Students are able to (performance standards)

- 1.1 Explain biologically based theories of motivation.
- 1.2 Explain cognitively based theories of motivation.
- 1.3 Explain humanistic theories of motivation.
- 1.4 Explain the role of culture in human motivation.

- 2.1 Discuss eating behavior.
- 2.2 Discuss sexual behavior and orientation.
- 2.3 Discuss achievement motivation.
- 2.4 Discuss other ways in which humans and non-human animals are motivated.

- 1.1 Explain the biological and cognitive components of emotion.
 - 1.2 Discuss psychological research on basic human emotions.
 - 1.3 Differentiate among theories of emotional experience.
 - 2.1 Explain how biological factors influence emotional interpretation and expression.
 - 2.2 Explain how culture and gender influence emotional interpretation and expression.
 - 2.3 Explain how other environmental factors influence emotional interpretation and expression.
 - 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.
 - 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
-
- 1.2 Evaluate trait theories.
 - 1.3 Evaluate humanistic theories.
 - 1.4 Evaluate social-cognitive theories.
 - 2.1 Differentiate personality assessment techniques.
 - 2.2 Discuss the reliability and validity of personality assessment techniques.
 - 3.1 Discuss biological and situational influences.
 - 3.2 Discuss stability and change.
 - 3.3 Discuss connections to health and work.
 - 3.4 Discuss self-concept.
 - 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality.
-
- 1.1 Define psychologically abnormal behavior.
 - 1.2 Describe historical and cross-cultural views of abnormality.
 - 1.3 Describe major models of abnormality.
 - 1.4 Discuss how stigma relates to abnormal behavior.
 - 1.5 Discuss the impact of psychological disorders on the individual, family, and society.
 - 2.1 Describe the classification of psychological disorders.
 - 2.2 Discuss the challenges associated with diagnosis.
 - 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
 - 2.4 Evaluate how different factors influence an individual's experience of psychological disorders

Assessments:

Formative:

- Daily writing in psychology journal
- Do nows and exit tickets

Summative:

- Student Led Presentation.
- Tests and Quizzes.
- Lab/Experiment Report.
- Psychology Journal.

Resources:**Textbook:**

- Understanding Psychology, McGraw Hill Education

Primary and Secondary

- Secondary and Primary sources: Slaughterhouse-V by Kurt Vonnegut. The Man Who Mistook His Wife for a Hat by Oliver Sachs

Relevant Standards:

APA Standards for High School Psychology

- See above

Interdisciplinary Activities and Connections:

- Work collaboratively with the ELA department on primary and secondary source readings.
- Data analysis

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students time to complete alternative assignments● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student

