



Upcoming Meeting Dates

Policy Committee Agenda 6/2/2014

SPSBC Draft Minutes - Mill Hill Roof 5/19/2014

SPSBC Special Meeting Draft Minutes 5/19/2014

RBC Meeting Draft Minutes 4/29/2014

AP Psychology Textbook Recommendation Memo 5/30/14

AP Psychology Draft Curriculum*

Policy Update #5515

**AP Psychology Curriculum can be found on FPS website*

MEETING
DATES

UPCOMING MEETING DATES

- | | |
|---------|--|
| June 2 | 4:15 PM – Policy Committee Meeting
501 Kings Highway East
Superintendent's Conference Room |
| June 10 | 6:00 PM – Board of Education Meeting
Special Meeting/Executive Session
501 King's Highway East
Superintendent's Conference Room |
| June 10 | 7:00 PM – Board of Education Meeting
Regular Meeting
501 Kings Highway East
2 nd Floor Board Conference Room |
| June 16 | 4:15 PM – Policy Committee Meeting
501 Kings Highway East
Superintendent's Conference Room |
| June 24 | 7:30 PM – Board of Education Meeting
Regular Meeting
501 Kings Highway East
2 nd Floor Board Conference Room |

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting

Monday, June 2, 2014
Education Center
501 Kings Highway East
Superintendent's Conference Room
4:15 p.m.

Agenda

- I. Call to Order
- II. Approval of Minutes - May 12, 2014
- III. Policy
 - Policy #5516 Students – Management of Food Allergies in Schools; review of Shipman Goodwin sample policy continued from March 31 discussion
- IV. Open Discussion/Public Comment
- V. Adjournment
- VI. Future Items:
 - Policy #5225 Students – Requirements for Graduation
 - Policy #4240 Personnel – Electronic Mail
 - Policy #4110 Personnel – Recruitment and Selection
 - Policy #5542 Students – On Campus Recruitment
 - Policy #6511 Instruction – Special Education
 - New policy request for Monthly Financial Reporting to BOE

Future Mtg. Dates and Times: **Monday, June 16**; *Monday, August 25*; **TUESDAY, September 2** (*Monday is Labor Day*); *Monday, September 15*; *Monday, October 13*; *Monday, November 17*; *Monday, December 1, 2014*.

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

**SPECIAL PROJECTS STANDING BUILDING COMMITTEE
SPECIAL ORIENTATION MEETING ON MILL HILL ROOF PROJECT**

Monday, May 19, 2014

4:45 pm

First Floor Conference Room Independence Hall

725 Old Post Road

Fairfield, CT 06824

DRAFT MINUTES

Members Present: Richard Speciale, Jane Purcell, Jerry Keough (via phone) and Al Kelly (via phone at 5:04 pm)

Members Absent: Len Amato, Donna Karnal

Others Present: Twig Holland, Sal Morabito, Caitlin Bosse, Judy Ewing, Eileen Kennelly, Tom Cullen

I. Call to Order-Sal Morabito, Public School's Manager of Construction, Security & Safety
Sal Morabito, Manager of Construction, Security & Safety for Fairfield's public schools, called the meeting to order at 4:45 pm.

II. Organizational Matters

A. Introductions and Charge-Sal Morabito

Mr. Morabito read the Committee Charge.

B. Finance Department Role-Controller Caitlin Bosse

Mrs. Bosse said funding for this project was approved by town bodies in early winter in the amount of \$461,614. The Finance Department will work with Mr. Morabito and the Committee on bills.

C. Building Committee Procedures-First Selectman's Building Committee Liaison Judy Ewing

Mrs. Ewing mentioned the Temporary Building Construction Study Committee which the recording secretary will email to members. Mrs. Ewing said member can always contact her if they have questions.

D. Freedom of Information Act/Robert's Rules-Fairfield FOI Liaison/Risk Manager Eileen Kennelly

Ms. Kennelly read information from a handout on rules pertaining to Freedom of Information. All meetings are open to the public. After the first 30 days, meetings become regular once approved by the Committee.

Mr. Morabito put item II D-F on hold to seek nominations for officers.

III. Election of Officers

A. Nominations and Election of Chair-Sal Morabito

Jane Purcell made a motion to approve Rich Speciale as Chair. Al Kelly seconded the motion which carried 4-0.

B. Nomination and Election of Vice Chair-Chair

Mr. Speciale made a motion to nominate Jerry Keough as Vice-Chair. Mr. Keough declined. Mr. Speciale made a motion to nominate Jane Purcell as Vice-Chair. Mr. Keough seconded the motion which carried 4-0.

C. Nomination and Election of Secretary-Chair

Mr. Speciale made a motion to nominate Len Amato for Secretary. Ms. Purcell seconded the motion which carried 4-0.

IV. Approval of 2014 Meeting Schedule

Mr. Speciale said other than June 9, the Committee will have regular meetings the last Monday of the month through December at 5:15 pm.

Mr. Speciale made a motion to accept the 2014 meeting schedule. Ms. Purcell seconded the motion which carried 4-0.

Mr. Speciale, now Chair, resumed items II D-F.

D. Freedom of Information Act/Robert's Rules-Fairfield FOI Liaison/Risk Manager Eileen Kennelly

Ms. Kennelly continued reading aspects of FOI.

E. Purchasing Department Role/Overview of Bidding Procedures-Purchasing Director Twig Holland

Ms. Holland referred to handouts given to the members. She said the Purchasing Department will work with the Committee, Mr. Morabito and the architect. The biggest function from her department for this Committee is all the bidding. Ms. Holland's department receives invoices and submits them to the Finance Department after the Committee approves them.

F. Central Office Liaison Role/Educational Specifications/Reimbursement Process- Sal

Mr. Morabito is the liaison to the Committee. He will be hands on with the project and architect. He discussed state reimbursement and said the application was already sent to the State. At the end of the project, the Committee closes out the job and sends a letter to the BOE. The BOE approved Education Specs which members received a copy of.

V. Adjourn

Al Kelly made a motion to adjourn the meeting at 5:29 pm. Ms. Purcell seconded the motion which carried 4-0.

Respectfully submitted,

Jennifer S. Carpenter
Recording Secretary

SPECIAL PROJECTS STANDING BUILDING COMMITTEE SPECIAL MEETING

Monday, May 19, 2014 –5:15 pm

**First Floor Conference Room Independence Hall, 725 Old Post Road
Fairfield, CT 06824**

DRAFT MINUTES

Members Present: Richard Speciale, Jane Purcell, Jerry Keough (via phone) and Al Kelly (via phone)

Members Absent: Len Amato, Donna Karnal

Others Present: Twig Holland, Sal Morabito, Judy Ewing, Tom Cullen

I. Call to Order

Chairman Rich Speciale called the meeting to order at 5:29 pm.

II. Select Architect for Mill Hill Roof Project

Purchasing Director Twig Holland said the Town received eight proposals. She assembled a matrix she wants the members to fill out and submit to her. She asked for the Committee's thoughts on qualifications and if members evaluated each firm.

Mr. Kelly said he was not enthusiastic about hiring Silver Petrucelli. Ms. Holland said it's appropriate to consider price when making a decision on the architect for this project. Ms. Purcell likes Hoffman Architects but said their price is too high and doesn't like the 12% administration fee on everything. Mr. Speciale gave reasons why he ruled out every firm except Hoffman and Silver. Mr. Keough is comfortable with Silver but questioned the pricing difference between Silver being lower and Hoffman being so high. Mr. Kelly said money should be well spent on a quality architect to avoid problems. Ms. Purcell likes Hoffman but said they are asking for too many hours. Mr. Speciale asked Mr. Morabito how much time he will spend at the site. Mr. Morabito said he'd visit twice a week and there will be enough inspectors for this small amount of roofing. Mr. Kelly said Hoffman stands behind their work.

Mr. Kelly made a motion to accept Hoffman Architects as the architect for the Mill Hill Roof Project. The motion was not seconded.

Ms. Purcell made a motion to nominate Silver Petrucelli Architects for the Mill Hill Roof Project. Mr. Keough seconded the motion which carried 3-1-0, Kelly against.

Ms. Holland said she needs members' evaluation sheets within the next few days.

III. Public Comment-None

IV. Adjourn

Mr. Kelly made a motion to adjourn the meeting at 5:56 pm. Mr. Speciale seconded the motion which carried 4-0.

Respectfully submitted,

Jennifer S. Carpenter, Recording Secretary

Riverfield School Building Committee Meeting Minutes

A regular business meeting of the Riverfield School Building Committee was held on Tuesday, April 29, 2014 at 7:30pm in the Riverfield Library Media Center.

Attendance

Members Present:

Tom Quinn, Chair
Christine Messina, Vice Chair
Lawrence Ratner, Secretary
Bill McDonald
Scott Thompson

Members Absent:

Harry Ackley
Dan Graziadei
John Shaffer
Maureen Sawyer
Pam Iacono, RTM liaison
Marc Patten, BOE liaison

Also Present:

George Katinger: Ken Boroson Architects; Katie Hurley: Gilbane Building Company; David Rojas: Strategic Building Solutions; Sal Morabito: FPS Manager of Construction, Security and Safety; Brenda Anziano: Riverfield Principal; Judy Ewing: Liaison from the office of the First Selectman

1. OPENING

Mr. Quinn called the meeting to order at 7:32pm.

2. PLEDGE OF ALLEGIANCE

3. APPROVE MINUTES FROM 4/8

Minutes approved as written.

4. APPROVE INVOICES

Motion made by Ms. Messina

To approve the following invoices:

Payer Service	Invoice Date Invoice #	Amount
Gilbane Building Company Pre-Construction Phase Services	April 22, 2014 9	\$5,228.94
Van Zelm Engineers Professional Services	April 9, 2014 39568	\$815.40
John F. Fallon Professional Services	April 23, 2014 -	\$2,512.65
Bruce J. Spiewak, AIA Meeting and Document Review	March 31, 2014 931MAR	\$5,780.00
Strategic Building Solutions, LLC Professional Services	April 28, 2014 12221	\$12,272.00

Motion seconded by Mr. Ratner. Motion carried 5:0:0

5. UPDATE PROGRESS/ NEXT STEPS

LOCAL APPROVALS – TP&Z

Mr. Quinn advised TP&Z has not yet heard the Riverfield Building project because of a backlog in their work due to the low income housing proposal. He also advised Mr. Fallon conveyed TP&Z might schedule a special meeting.

STATE APPROVALS

Mr. Katinger has been in contact with the state representative but has no estimate of when the approval will be obtained.

EPA APPROVALS – NEXT STEPS

Mr. Quinn stated Mr. Stan Lesser is working on this.

6. KEY ISSUES

The timetable is critical and at risk. The team expected to already have had the necessary approvals to go to bid; the state has had it since March 21, 2014. In response to Mr. Thompson, Mr. Katinger expected the state should have responded within 30 days. He has been calling the state weekly. Mr. Quinn will ask Mr. Tetreau to make a phone call.

Mr. Quinn requested a meeting between Ms. Holland, Mr. Katinger and team members to discuss salvaging the timeline. Some demolition and construction work must be done when school is not in session and this critical path work was identified by Gilbane. Mr. Katinger explained the part of the project to remove the three portables and lay the sanitary waste line could be bid separately before obtaining state approval. This would result in keeping the project on schedule but that portion would not be eligible for state reimbursement, adding approximately \$50,000. Not starting the project in June 2013 would add \$500,000 and a year to the project.

Mr. Morabito and Mr. Katinger discussed the portable demolition. DPW can do the two freestanding units, but a carpenter is needed for the third portable which is connected to structure that is remaining. That work will be bought out. Ms. Hurley will coordinate with Mr. Scott Bartlett at DPW. Ms. Hurley stated the week of May 12 as the deadline materials could be purchased without causing delays in the Building Construction Phase. Mr. McDonald received confirmation that Mr. Tetreau will be advised of the action to bid part of the project before obtaining state approval.

Motion made by Ms. Messina

To authorize Gilbane to proceed without state approval to bid out the carved out portion as discussed of site work with the proviso that Mr. Quinn speak with Mr. Tetreau and obtain his approval for same.

Motion seconded by Mr. Ratner. **Motion carried 5:0:0**

7. ADJOURN

Motion made by Mr. Ratner to adjourn.

Seconded by Mr. Thompson.

Motion carried 5:0:0

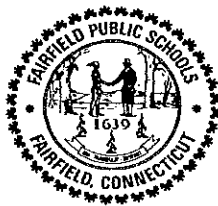
Mr. Quinn adjourned the meeting at 7:55pm.

Respectfully Submitted,

Kathleen C. Grande
RSBC Recording Secretary

These minutes are subject to review, correction and approval by the Riverfield School Building Committee

Margaret Boice, Ed.D.
Director of Secondary Education
mboice@fairfieldschools.org
(203) 255-8372



Fairfield Public Schools
501 Kings Highway East, Suite 210
Fairfield, Connecticut 06825

TO: Dr. David Title
FROM: Dr. Margaret Boice
DATE: May 30, 2014

RE: AP Psychology Textbook Recommendation

I am recommending that the Board of Education approve the following textbook for adoption in support of the proposed course, Advanced Placement Psychology, to be offered by the Social Studies Department in the 2014-15 school year.

Title: Myers' Psychology for AP, Second Edition
Author: David G. Myers
Copyright: 2014
Publisher: BFW Worth Publishers
Course: Advanced Placement Psychology

Board members requesting to review the textbook should feel free to contact me directly to set up a convenient time.

Fairfield Public Schools

Social Studies Curriculum

Advanced Placement Psychology



Advanced Placement Psychology: Description

The Advanced Placement Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Advanced Placement Psychology: Overview

Course Goals

Students will complete a learning experience equivalent to that obtained in most college introductory psychology courses. Students should be able to achieve the following goals within each unit:

1. Recognize how philosophical and physiological perspectives shaped the development of psychological thought;
2. Differentiate types of research with regard to purpose, strengths, and weaknesses;
3. Identify basic processes and systems in the biological bases of behavior;
4. Describe general principles of organizing and integrating sensation to promote stable awareness of the external world;
5. Describe various states of consciousness and their impact on behavior;
6. Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning;
7. Describe and differentiate psychological and physiological systems of memory;
8. Identify and apply basic motivational concepts to understand the behavior of humans and other animals;
9. Discuss the interaction of nature and nurture;
10. Compare and contrast the major theories and approaches to explaining personality;
11. Define intelligence and list characteristics of how psychologists measure intelligence;
12. Describe contemporary and historical conceptions of what constitutes psychological disorders;
13. Describe the central characteristics of psychotherapeutic intervention; and
14. Describe the structure and function of different kinds of group behavior.

Central Understandings

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Predict and debate the validity of various psychological perspectives and measurements;
3. Record, organize, analyze, and interpret data.
4. Analyze and evaluate psychological concepts and conclusions; and
5. Anticipate the impact and implications of psychological interpretations of behavior.

Essential Questions

1. What are the primary psychological approaches for the explanation of human behavior?
2. What are appropriate responses and interventions to psychological behaviors?
3. How does psychology provide an understanding of self and community?

Advanced Placement Psychology: Year-at-a Glance

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Introduction to Psychology I. History and Approaches II. Research Methods	Mind and Body III. Biological Bases of Behavior IV. Sensation of Perception V. States of Consciousness	Learning and Motivation VI. Learning VII. Cognition VIII. Motivation and Emotion	Personality Development IX. Developmental Psychology X. Personality XI. Testing and Individual Differences	Abnormality XII. Abnormal Behavior XIII. Treatment of Abnormal Behavior	Social Psychology XIV. Social Psychology Research Project (post AP Exam)

Unit 1 – Introduction to Psychology

Unit Objectives

I. History and Approaches.

AP students will be able to:

- Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- Describe and compare different theoretical approaches in explaining behavior:
 - structuralism, functionalism, and behaviorism in the early years;
 - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
 - evolutionary, biological, cognitive, and bio-psychosocial as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology (e.g., biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, social).
- Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

II. Research Methods.

AP students will be able to:

- Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, case studies) with regard to purpose, strengths, and weaknesses.
- Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).
- Identify independent, dependent, confounding, and control variables in experimental designs.
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
- Distinguish the purposes of descriptive statistics and inferential statistics.
- Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, and local institutional review boards) protect research participants and promote sound ethical practice.

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Predict and debate the validity of various psychological perspectives and measurements; and
3. Interpret graphs, charts and data.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?

Focus Questions

- How have psychologists explained the causation and manifestation of behavior throughout history?
- What role does methodology and research play in the observing, analyzing and predicting of behavior?

Standards Emphasized in the Unit**American Psychological Association (APA) Standards:****Perspectives in Psychological Science**

- Development of Psychology as an empirical science
- Major subfields within psychology

Vocational Applications

- Career options.
- Educational requirements.
- Vocational applications of psychological science.

Research Methods, Measurement, and Statistics

- Research methods and measurements used to study behavior and mental processes
- Ethical issues in research with human and non-human animals
- Basic concepts of data analysis

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

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.

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.

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.

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.

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.

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.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two)

for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

- Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

UNIT 2 – MIND AND BODY

Unit Objectives

III. Biological bases of behavior

AP students will be able to:

- Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
- Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms, agonists, antagonists).
- Discuss the effect of the endocrine system on behavior.
- Describe the nervous system and its subdivisions and functions:
 - central and peripheral nervous systems;
 - major brain regions, lobes, and cortical areas;
 - brain lateralization and hemispheric specialization.
- Discuss the role of neuroplasticity in traumatic brain injury.
- Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- Predict how traits and behavior can be selected for their adaptive value.
- Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

IV. Sensation and Perception

AP students will be able to:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Challenge common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

V. States of Consciousness

AP students will be able to:

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
 - stages and characteristics of the sleep cycle;
 - theories of sleep and dreaming;
 - symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior; and
2. Interpret graphs, charts and data.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- How does psychology provide an understanding of self and community?

Focus Questions

- How does biology influence psychological behaviors and characteristics?
- How do our senses influence our perceptions?
- How do the variations in states of consciousness affect individuals?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Biological Bases of Behavior

- Structure and function of the nervous system in human and non-human animals.
- Structure and function of the endocrine system.
- The interaction between biological factors and experiences.
- Methods and issues related to biological advances.

Sensation and Perception

- The process of sensation and perception

- The capabilities and limitations of sensory processes.
 - Interaction of the person and the environment in determining perception.
- Consciousness**
- The relationship between conscious and unconscious processes.
 - Characteristics of sleep and theories that explain why we sleep and dream.
 - Categories of psychoactive drugs and their effects.
 - Other states of consciousness (meditation, relaxation, hypnosis, flow states).

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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.

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RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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WHST.11-12.5: Develop and strengthen writing as needed by planning, editing, rewriting, or trying a new approach, focusing on addressing

what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

- Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.

UNIT 3 – LEARNING AND MOTIVATION

Unit Objectives

VI. Learning

AP students will be able to:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

VII. Cognition

AP students will be able to:

- Compare and contrast various cognitive processes:
 - effortful versus automatic processing;
 - deep versus shallow processing;
 - focused versus divided attention.
- Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
- Outline the principles that underlie effective encoding, storage, and construction of memories.

- Describe strategies for memory improvement.
- Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- Identify problem-solving strategies as well as factors that influence their effectiveness.
- List the characteristics of creative thought and creative thinkers.
- Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

VIII. Motivation and Emotion

AP students will be able to:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Skill Objectives

AP students in Psychology should be able to do the following:

- Recognize the strengths and limitations of applying theories to explain behavior;
- Predict and debate the validity of various psychological perspectives and measurements; and
- Analyze and evaluate psychological concepts and conclusions.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- What are appropriate responses and interventions to psychological behaviors?
- How does psychology provide an understanding of self and community?

Focus Questions

- What is learning?
- How do humans learn?
- What factors motivate humans to learn?

American Psychological Association (APA) Standards:

Learning

- Classical Conditioning.
- Operant Conditioning.
- Observational and Cognitive Learning.

Language Development

- Structural features of language
- Theories and developmental stages of language acquisition
- Language and the brain

Memory

- Encoding of memory.
- Storage of memory.
- Retrieval of memory

Thinking

- Basic elements of comprising thought.
- Obstacles related to thought.

Intelligence

- Perspectives on intelligence.
- Assessment of intelligence.
- Issues in intelligence.

Motivation

- Perspectives on motivation.
- Domains of motivated behavior in humans and non-humans.

Emotion

- Perspectives on emotion.
- Emotional interpretation and expression.
- Domains of emotional behavior.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

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.

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.

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.

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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.

RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 4 – PERSONALITY DEVELOPMENT

Unit Objectives

IX. Developmental Psychology

AP Students will be able to:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget's stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Explain how parenting styles influence development.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

X. Personality

AP Students will be able to:

- Compare and contrast the major theories and approaches to explaining personality (e.g., psychoanalytic, humanist, cognitive, trait, social cognition, behavioral).
- Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
- Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
- Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
- Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

XI. Testing and Individual Differences

AP Students will be able to:

- Define intelligence and list characteristics of how psychologists measure intelligence:

- abstract versus verbal measures;
- speed of processing.

- Discuss how culture influences the definition of intelligence.

- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.

- Interpret the meaning of scores in terms of the normal curve.

- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).

- Debate the appropriate testing practices, particularly in relation to culture-fair test uses.

- Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Interpret graphs, charts and data; and
2. Anticipate the impact and implications of psychological interpretations of behavior.

Essential Questions

- What are the primary psychological approaches for the explanation of human behavior?
- How does psychology provide an understanding of self and community?

Focus Questions

- What is the psychological explanation for behavioral change over a life-span?
- What are the major theories and approaches for explaining personality?
- How can personality be measured and explained?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Life Span Development

- Methods and issues in life span development.
- Theories of life span development.
- Prenatal development and the newborn.
- Infancy (i.e., first two years of life).
- Childhood.
- Adolescence.

- Adulthood and aging.

Personality

- Perspectives on personality.
- Assessment of personality.
- Issues in personality.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

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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.

WHST.11-12.1: Write arguments focused on discipline-specific content.

WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
- Evaluate authors' differing points of view on the same issue by assessing the authors' claims, reasoning, and evidence.
- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 5 – ABNORMALITY

Unit Objectives

XII. Abnormal Behavior

AP students will be able to:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

XIII. Treatment of Abnormal Behavior

AP students will be able to:

- Describe the central characteristics of psychotherapeutic intervention.
- Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
- Compare and contrast different treatment formats (e.g., individual, group).
- Summarize effectiveness of specific treatments used to address specific problems.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Describe prevention strategies that build resilience and promote competence.
- Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Predict and debate the validity of various psychological perspectives and measurements; and
2. Anticipate the impact and implications of psychological interpretations of behavior.

<u>Essential Questions</u>	<u>Focus Questions</u>
• What are the primary psychological approaches for the explanation of human behavior? • What are appropriate responses and interventions to psychological behaviors?	• What constitutes a psychological disorder? • What are the major treatment orientations for psychological disorders?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Psychological Disorders

- Perspectives on abnormal behavior.
- Categories of psychological disorders.

Treatment of Psychological Disorders

- Perspectives on treatment of psychological disorders.
- Categories of treatment and types of treatment providers.

Health

- Stress and coping.
- Behaviors and attitudes that promote health.

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words) in order to address a question or solve a problem.

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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.

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WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Connecticut Social Studies Standards:

2.1 Access and gather information from a variety of primary and secondary sources.

- Cite specific textual evidence to support analysis of sources.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.
- Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
- Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term.
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2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

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- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

UNIT 6 – SOCIAL PSYCHOLOGY

Unit Objectives

XIV. Social Psychology

AP students will be able to:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Describe the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Skill Objectives

AP students in Psychology should be able to do the following:

1. Recognize the strengths and limitations of applying theories to explain behavior;
2. Analyze and evaluate psychological concepts and conclusions; and
3. Anticipate the impact and implications of psychological interpretations of behavior.

<u>Essential Questions</u>	<u>Focus Questions</u>
• What are the primary psychological approaches for the explanation of human behavior? • How does psychology provide an understanding of self and community?	• How does environment influence behavior?

Standards Emphasized in the Unit

American Psychological Association (APA) Standards:

Social Interactions

- Social cognition.
- Social influence.
- Social relations.

Socio-Cultural Diversity

- Social and cultural diversity.
- Diversity among individuals.

Connecticut Core Standards – English Language Arts Standards for History / Social Studies:

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Connecticut Social Studies Standards:

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- Cite specific textual evidence to support analysis of sources.
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- Draw information from informational texts to support analysis, reflection, and research.

2.2 Interpret information from a variety of primary and secondary sources.

- Choose valid sources and provide evidence to answer a history / social studies question.

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- Detect bias in data presented in various forms.

2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

- Write informative / explanatory texts about events and topics.
- Write arguments using discipline-specific content.
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form of citation.

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

INTER-OFFICE CORRESPONDENCE

TO: Board of Education

FROM: Karen Parks, Deputy Superintendent

DATE: June 2, 2014

SUBJECT: BOARD OF EDUCATION POLICY UPDATES

Please remove and add the following from your Board Policy Manual –

<u>REMOVE</u>	-	<u>Series 5000 (page 2)</u>
<u>ADD – REVISED</u>	-	<u>Series 5000 (page 2)</u>
<u>REMOVE</u>	-	<u>Policy #5515</u> Protocol For Emergency Medications
<u>ADD – REVISED</u>	-	<u>Policy #5515</u> Protocol For Administration Of Emergency Medications By Non-Nursing School Personnel

....THANK YOU...

KP/so
Memo – Policies 2014

Students (continued)

Series 5000

Code of Behavior	5300
Student Discipline	5310
Substance Abuse	5313
Administrative Regulations	5313AR
Smoking	5314
Infractions	5315
Hazing	5325
Bullying	5330
Administrative Regulations	5330AR
Lost / Damaged Equipment	5340
Activities	5400
Social Events	5410
Student Funds	5420
Class Gifts to School	5425
Welfare	5500
Health Assessments	5510
Administrative Regulations	5510AR
Immunizations	5511
Administrative Regulations	5511AR
Chronic Infectious Disease	5512
Administrative Regulations	5512AR
Psychotropic Drug Use	5513
Administration of Medication in the Schools	5514
Administrative Regulations	5514AR
Protocol for Administration of Emergency Medications by Non-Nursing School Personnel	5515
Management of Food Allergies in Schools	5516
Administrative Regulations	5516AR
Reporting of Child Abuse and Neglect	5517
Suicide Prevention, Intervention and Response	5518
Administrative Regulations	5518AR
Wellness	5519
Administrative Regulations	5519AR

Students

Welfare

**PROTOCOL FOR ADMINISTRATION OF EMERGENCY
MEDICATIONS BY NON-NURSING SCHOOL PERSONNEL**

5515

Anaphylactic Reaction

Anaphylactic Reaction may occur following:

- the administration of medication;
- ingestion of, inhalation of, or contact with food or other substance;
- insect bite, or sting; or
- exercise.

When an anaphylactic reaction is considered likely, epinephrine should be administered immediately.

Epinephrine will be maintained in each school to be administered for treatment of anaphylaxis by the following school personnel: a qualified principal, teacher, occupational therapist or physical therapist. The nurse will review the use of epinephrine at least semiannually in the fall and spring with qualified principals, teachers, occupational therapists and physical therapists. Medicinal preparations administered by injection shall be consistent with provisions of the Needlestick Safety Act and pertinent OSHA regulations.

Common Symptoms of Anaphylaxis: Administer epinephrine immediately if symptoms pertaining to any system marked with an asterisk (*) occur or if skin symptoms are combined with neurological symptoms.

<u>System</u>	<u>Symptom</u>
* Mouth	Itching and swelling of the lips, tongue, and/or mouth
*Throat	Itching, swelling, or sense of tightness in the throat; hoarseness, repetitive throat clearing, difficulty swallowing
Skin	Itchy rash, hives, and/or swelling about face and extremities
* Gastrointestinal	Nausea, vomiting, abdominal cramps, and/or diarrhea
* Respiratory	Shortness of breath; repetitive cough; wheeze; chest tightness; cyanosis; repetitive sneezing
* Cardiovascular	Increased heart rate, “thready” pulse, low blood pressure, dizziness or faintness
Neurological	Feeling of impending doom; apprehension; weakness

Students

Welfare

PROTOCOL FOR ADMINISTRATION OF EMERGENCY MEDICATIONS BY NON-NURSING SCHOOL PERSONNEL (continued)

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Epinephrine Dosage

Dosage: Children in third grade and older and adults: 0.3 mg. (supplied as epinephrine auto-injector).

Children in second grade and younger: 0.15 mg. (supplied as epinephrine auto-injector).

Epinephrine dosage may be repeated in **10** minutes if no improvement or if further deterioration has occurred.

Route of Administration: Intramuscular or Subcutaneous (IM or SC)

Preferred Site: Anterolateral thigh. If anterolateral thigh cannot be used, use deltoid. Avoid use of buttocks.

Contraindications to use of epinephrine: There are no absolute contraindications to the use of epinephrine in a life-threatening situation. Hyperthyroid individuals, individuals with cardiovascular disease, hypertension, or diabetes, elderly individuals, pregnant women, and children under 30 kg (66 lbs.) may be theoretically at greater risk of developing adverse reactions after epinephrine administration. Despite these concerns, epinephrine is essential for the treatment of anaphylaxis.

After administration of epinephrine, call an ambulance and notify the parent or guardian. Anaphylactic reactions can subside then reoccur up to several hours later after epinephrine is given. Victim must receive medical attention even if initial symptoms subside. When calling the ambulance, state that anaphylaxis is suspected and request ALS personnel.

The nurse or person qualified to administer epinephrine should accompany the victim in the ambulance unless ambulance personnel are qualified to administer epinephrine.

If the victim has an apparent allergic reaction which does not indicate the need for epinephrine, (i.e., a reaction involving only the skin, or involving only a feeling of apprehension, impending doom, or weakness) observe, contact the parent or guardian, and refer to private physician for follow-up care.

For a student with a known allergy to food or insect bites/stings, refer to medical orders from student's private physician and student's Individualized Health Care Plan. If orders from private physician are not available, proceed as follows:

Students

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**PROTOCOL FOR ADMINISTRATION OF EMERGENCY
MEDICATIONS BY NON-NURSING SCHOOL PERSONNEL** (continued)

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- I. If a child with an allergy to a food thinks he ate the food or knowingly ate the food,
 - observe child for at least two (2) hours for any signs of a reaction;
 - notify the parent or guardian and urge the parent or guardian to contact the child's physician; and
 - if any symptoms occur indicating need for epinephrine:
 - a) administer epinephrine;
 - b) transport to hospital via ambulance for further management;
 - c) contact the parent or guardian;
 - d) observe vital signs;
 - e) position to prevent shock; and
 - f) CPR will be performed as indicated.
- II. If a child with a known insect sting allergy is stung,
 - treat the site of the sting (see *Bites-Insect Stings* in the Fairfield School Health Manual);
 - notify the parent or guardian and urge the parent or guardian to contact the child's physician;
 - observe patient for one (1) hour for signs of anaphylaxis; and
 - if any symptoms occur indicating need for epinephrine:
 - a) administer epinephrine;
 - b) transport to hospital via ambulance for further treatment;
 - c) contact the parent or guardian;
 - d) observe vital signs;
 - e) position to prevent shock; and
 - f) CPR will be performed as indicated.

Students

Welfare

**PROTOCOL FOR ADMINISTRATION OF EMERGENCY
MEDICATIONS BY NON-NURSING SCHOOL PERSONNEL (continued)**

5515

Instant Glucose

Diabetic Hypoglycemic Reaction or Insulin Shock

1. Assess the victim for signs of hypoglycemic reaction or insulin shock. Symptoms may include dizziness, nervousness or trembling, incoherent speech, confusion, weakness, moist, pale skin, drowsiness, headache, intense hunger, blurred vision, poor coordination, abdominal pain, or nausea. If no specific order for blood testing, and it is uncertain whether student is having a hypoglycemic reaction, TREAT.

If the reaction is severe (unconsciousness or convulsions), call an ambulance. If able to react and swallow, give sugar, instant glucose, or other fast-acting carbohydrate per Individualized Health Care Plan (e.g., juice or regular soda pop) for the student as long as the student is conscious. The student may need coaxing to eat. If non-responsive, do not administer anything by mouth and administer first aid for victim in an unconscious state.

If fast-acting carbohydrate is needed and the victim does not have his or her own supply, administer Insta-Glucose Glucose Gel. Dosage for Insta-Glucose Glucose Gel: Entire contents of tube by mouth (delivers 24 grams of carbohydrate). Repeat every 10 minutes if needed.

Give complex carbohydrate food (e.g., 4 peanut butter crackers or ½ meat sandwich) per Individualized Health Care Plan when blood sugar stabilized / symptoms dissipated or when blood sugar/symptoms continue deviant after 45 minutes of treatment with fast-acting carbohydrate.

2. Call an ambulance unless prompt recovery.
3. Notify the parent or guardian.

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