

Name of Teacher: Brooke Hinchman

School: St. Francis De Sales Central Catholic School, Morgantown, WV

Grade Level: Middle School (6th-7th Grade)

Subject Area: Gifted and Talented Education

Cross Curricular Opportunities: This class is focused on enrichment, so that is not one main subject area. I used technology to help differentiate instruction.

Unit Title: Introduction to Psychology

Estimated Duration of Unit: 6 Weeks. I have students for 30 minutes 4-5 days a week, depending on our school schedule. It took students about one week to cover each topic.

Overview of Unit: Students will research the basic concepts of psychology. Students will learn about the branches of psychology, the brain, phobias, sleep, dreaming, mental health, and mental illness.

Forms of Text (non fiction/fiction): Non-Fiction

Teaching Strategies: Technology integrating, independent learning, small group learning, and student interest.

Catholic Identity Connections: Building tolerance through education of mental health. After this unit, students will understand the basic functions of the brain, what people can struggle with mentally, and I am hoping that his education with help them love others regardless of their mental health status.

Assessment (authentic/published - summative/formative): Authentic, Summative, and Formative

Standard Number	Standards	Description of Activity	Resources	Date of Completion
	21st Century	Students used their Chromebooks to research the foundation of psychology. After visiting several	Research questions	5 days (30 min. each)

21C.O.5-8. 3.TT.5	Learning & Technology Skills	<p>web sites and answering some questions, the class discussed their findings.</p> <p>We also discussed the importance of citing sources.</p>		
21C.O.5-8. 3.TT.2 & 21C.O.5-8. 3.TT.5	21st Century Learning & Technology Skills	Students were with be paired with a partner and made a digital presentation to illustrate one of the branches of psychology. Then they presented it to the class	Branches of Psychology	5 days (30 min. each)
21C.O.5-8. 3.TT.2 & 21C.O.5-8. 3.TT.5	21st Century Learning & Technology Skills	<p>Students were divided into groups and made a visual presentation of the parts of the brain and their functions. When they presented these to the class, they talked about his their part of the brain correlated with psychology.</p>	Parts of the brain Video 1 Video 2 Video 3	5 days (30 min. each)
21C.O.5-8. 3.TT.2 & 21C.O.5-8. 3.TT.5	21st Century Learning & Technology Skills	Students learned about the psychology of fear by researching and answering questions about phobias.	Phobias Worksheet Kahoot! 1 Kahoot!2	5 days (30 min. each)
ELA.6.W.C 10.1	English Language Arts: Writing	Students keep a sleep and dream journal for the week while we learned about how sleep and how it affect the mind and body. Then students wrote an essay evaluating their sleep habits.	Sleep Journal Business Insider Forbes Article Evaluating Sleep Instructions	5 days (30 min. each)
21C.O.5-8. 3.TT.2 & 21C.O.5-8. 3.TT.5	21st Century Learning & Technology Skills	Students learned about mental health and the components that contribute to being mentally healthy. Students read articles, visited websites, and watched videos.	MHF Pathos Video Recovery	5 days (30 min. each)
21C.O.5-8. 3.TT.2 & 21C.O.5-8.	21st Century Learning &	Students researched mental illness	NAMI	5 days

3.TT.5	Technology Skills	and disorders by identifying symptoms and treatment options.	Psych Central Ted Talk	(30 min. each)
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Teacher's Checklist

Writing	
✓	Paragraph
	Essay (narratives, fairy tales, realistic fiction)
	Summary
✓	Research
✓	Detailed answers (text supported)
	Notes (note taking skills, outlines)
✓	Complete sentences
Reading	
✓	Informational text
	Lexile
	Complex literature
	Speaking
	Listening
	Varied strategies and instructional methods
	Critical thinking in whole class discussion
	Student led activities
	common core standards (literature circles)
Technology	
✓	Smartboard
	Computers
	iPads
	Powerpoint, Elmo etc.
Differentiated Instruction	
✓	Used multiple resources
	Domain Vocabulary
	Cross-Curricular
	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching

Assessment	
✓	Project based
✓	Writing prompt
	Portfolio
✓	Observation
	Quiz
✓	Technology based
	Test
	Student created test
✓	Presentation
✓	Journal
	Think, pair, share
	Summary
✓	Oral questioning
	Analogy
✓	Powerpoint, or movie maker

Authenticity	
✓	Various activities
✓	Inquiry, research and evidence
	Evidence of time management and planning
	Problem solving strategies

Unit Summary: This unit was created because of student interest. I found that many students have questions about psychology and were interested by it. I think the students really enjoyed this unit.

Since I teach students that are gifted in various areas, I tried to cover material in a variety of ways and used different mediums to help develop each student's individual gifts. I used Google Classroom to help distribute information to the students, so they could access it and work on the projects anytime and anywhere.