



The eDL Difference

How we can support you with a comprehensive solution for Economics & Personal Finance

1

Engaging resource

2

Research-based instructional design

3

Teaching support



Allie Vincent

Regional Vice President, Partnerships

Allie.Vincent@edynamiclearning.com

703.209.4653

Today's Agenda

1

Introductions

2

eDynamic Learning Intro

3

Personal Psychology 1

4

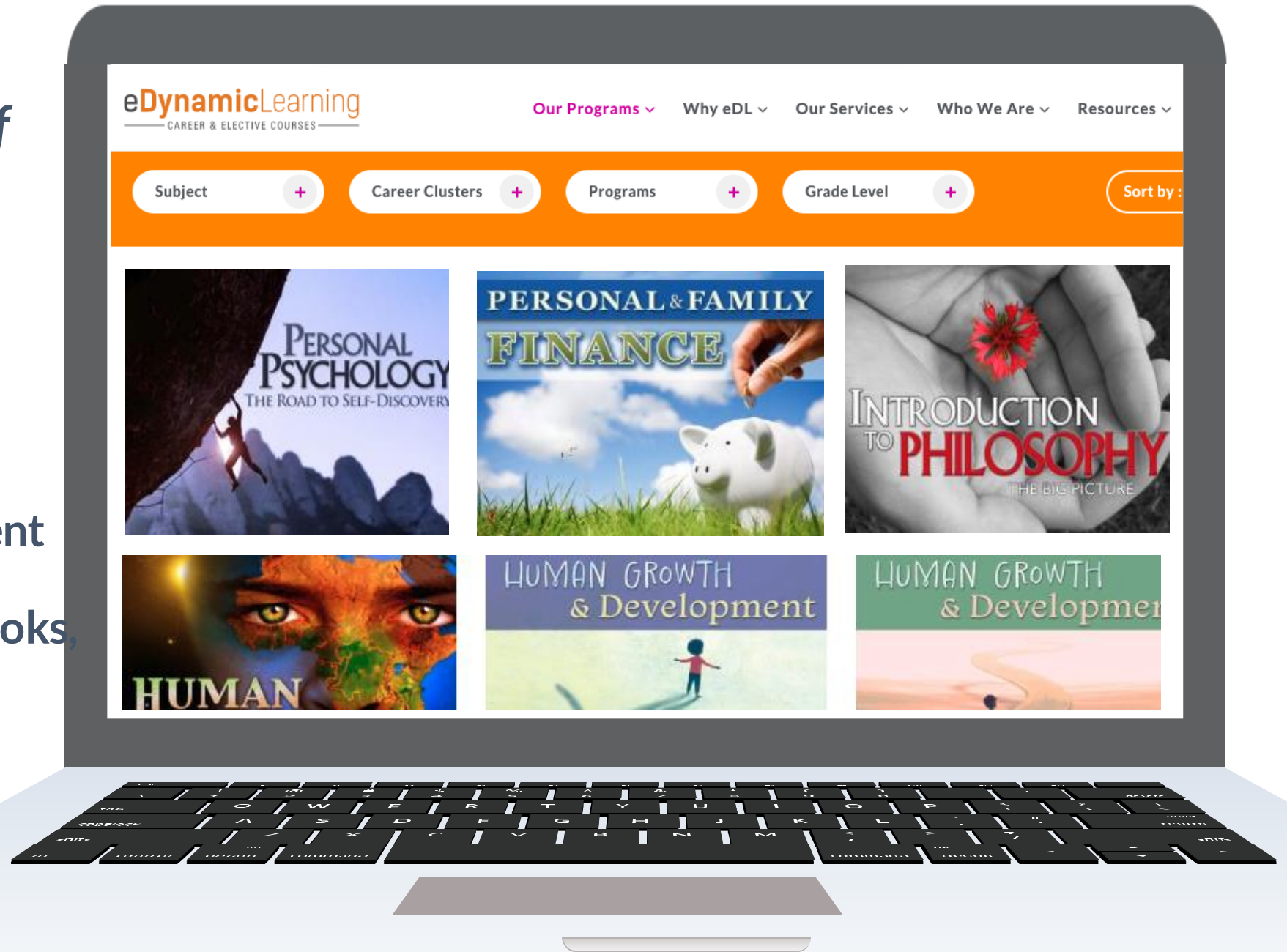
Features & Benefits to Support You

5

Next Steps

Largest Publisher of Electives & Career Courses

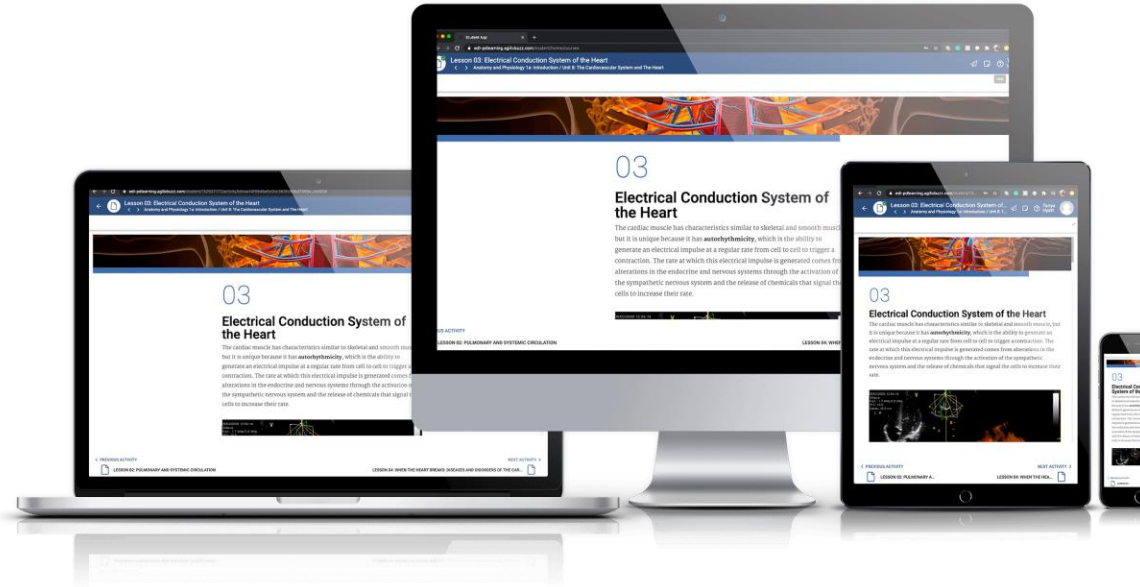
- ✓ Grades 6-12
- ✓ Online Courses
- ✓ Textbook Replacement
- ✓ Works on Chromebooks, Laptops, Tablets
- ✓ Continually Updated



Platform Flexibility

Device
agnostic

Browser
agnostic



Integrates with
most LMS



Elements work with
Google Classroom

moodle

schoolology

AGILIX Buzz

canvas

D2L | Brightspace

Blackboard

Flexible Implementation Models

Curriculum that allows for the most teaching and learning options



In
Class



Blended/
Hybrid



Virtual

Award-Winning Curriculum

//CODiE//
2021 SIIA CODiE WINNER

//CODiE//
2022 SIIA CODiE WINNER

//CODiE//
2023 SIIA CODiE AWARDS

Best Elective
Curriculum Solution



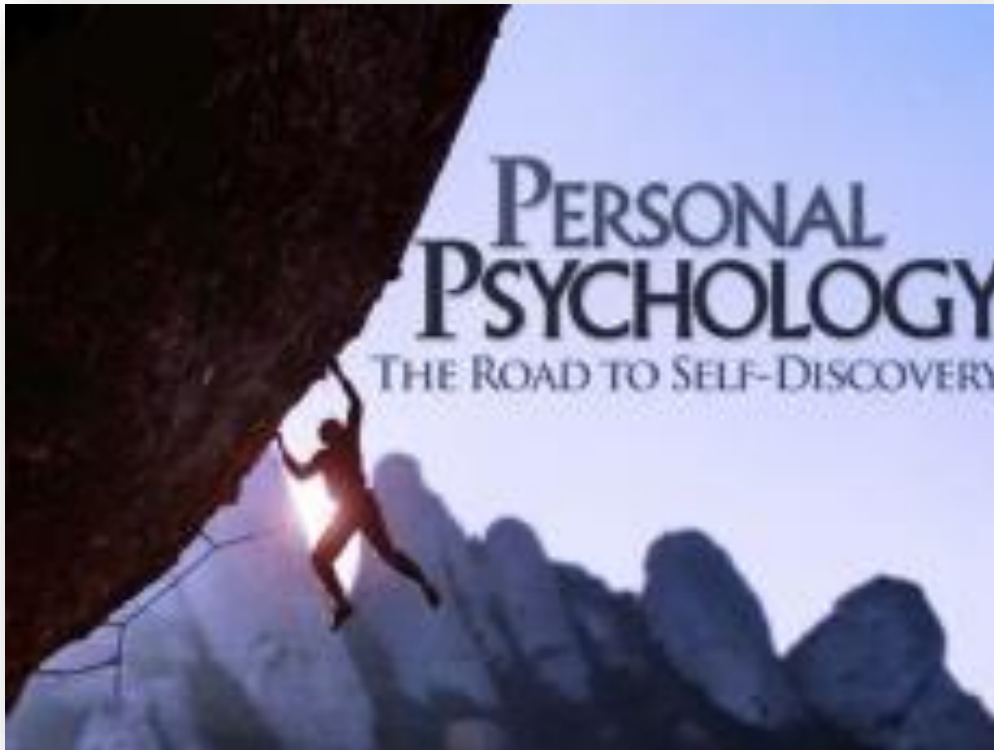
Best College & Career Solution



College & Career
Readiness

Student Rating

Students rate Personal Psychology highly




4.4 out of 5 stars

.

Course Standards

Aligns to 2107300 Psychology 1 standards

 Course Title: Personal Psychology 1 State: FL State Course Title: Psychology 1 State Course Code: 2107300 State Standards: Date of Standards: 2022 Percentage of Course Aligned: 100%						
Standards	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
SS.912.P.1.1: Define psychology as a discipline and identify its goals as a science.	Unit 2: Searching for Answers	Lesson 1	Defining and explaining the main goals of psychology, such as describing, predicting, changing, and more and how psychology differs from other social sciences	Critical Thinking 3		Fully Met
SS.912.P.1.2: Describe the emergence of psychology as a scientific discipline.	Unit 2: Searching for Answers	Lesson 1	Exploring the roots of psychology, including Seneca, Lao Tzu, Aristotle, and others, and then the emergence of it as a field of study in the 19th century	Activity 2		Fully Met
SS.912.P.1.3: Describe perspectives employed to understand behavior and mental processes.	Unit 2: Searching for Answers	Lesson 1	Tracing psychological theories from Descartes dualism to Wundt's use of scientific lab studies up to the theories of Freud, James, Dweck and more	Activity 2		Fully Met
SS.912.P.1.4: Discuss the value of both basic and applied psychological research with human and non-human animals.	Unit 2: Searching for Answers	Lesson 5	Understanding the processes and ethics of research on humans and other animals	Critical Thinking 1, 5		Fully Met
SS.912.P.1.5: Describe the major subfields of psychology.	Unit 2: Searching for Answers	Lesson 3	Examining and comparing different fields of psychology, such as clinical, community, counseling, developmental, educational, forensic, and more	Discussion 1		Fully Met
SS.912.P.6.1: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.	Unit 3: The Biology of Behavior	Lesson 1	Exploring the role of the brain in the biology of behavior, for example examining neurons, synapses and communication, brain regions and roles, and recent studies in neuroscience	Activity 2		Fully Met
SS.912.P.6.2: Explain issues of continuity/discontinuity and stability/change.	Unit 6: Development Over the Lifespan	Lesson 1	Taking a look at the ideologies of continuity in patterns of development, such as with Bandura and Vygotsky, and discontinuity, or more staggered development as seen in the theories of Freud and Piaget	Activity 3		Fully Met
SS.912.P.6.3: Distinguish methods used to study development.	Unit 6: Development Over the Lifespan	Lesson 1	Evaluating different methods used in the study of development, including cross-sectional and longitudinal research	Activity 1, Discussion 2		Fully Met

Personal Psychology 1: The Road to Self-Discovery

Writing Team



Shalyce Cluff, MS, M.Ed.

- Lead Author

Carl Neblett, MA

- Author

Personal Psychology 1

Units at a Glance

Unit 1: Why Did She Do That? The Question of Psychology

Unit 2: Searching for Answers

Unit 3: The Biology of Behavior

Unit 4: How You Learn

Unit 5: Language and Intelligence

Unit 6: Development Over the Lifespan

Unit 7: Stress, Coping, and Mental Health

Unit 8: Psychological Disorders

Personal Psychology 1: The Road to Self Discovery

Current course topics

Biology

- States of consciousness
- Dream theory
- Meditation, hypnosis, flow

Memory

- Traumatic brain injuries, Alzheimer's Parkinson's

Cognition and Intelligence

- Confirmation bias, overconfidence
- Conflict resolution

Stress

- Social media & mental health
- Resilience



Lessons



Hands-on activities



Videos



Low stakes assessment



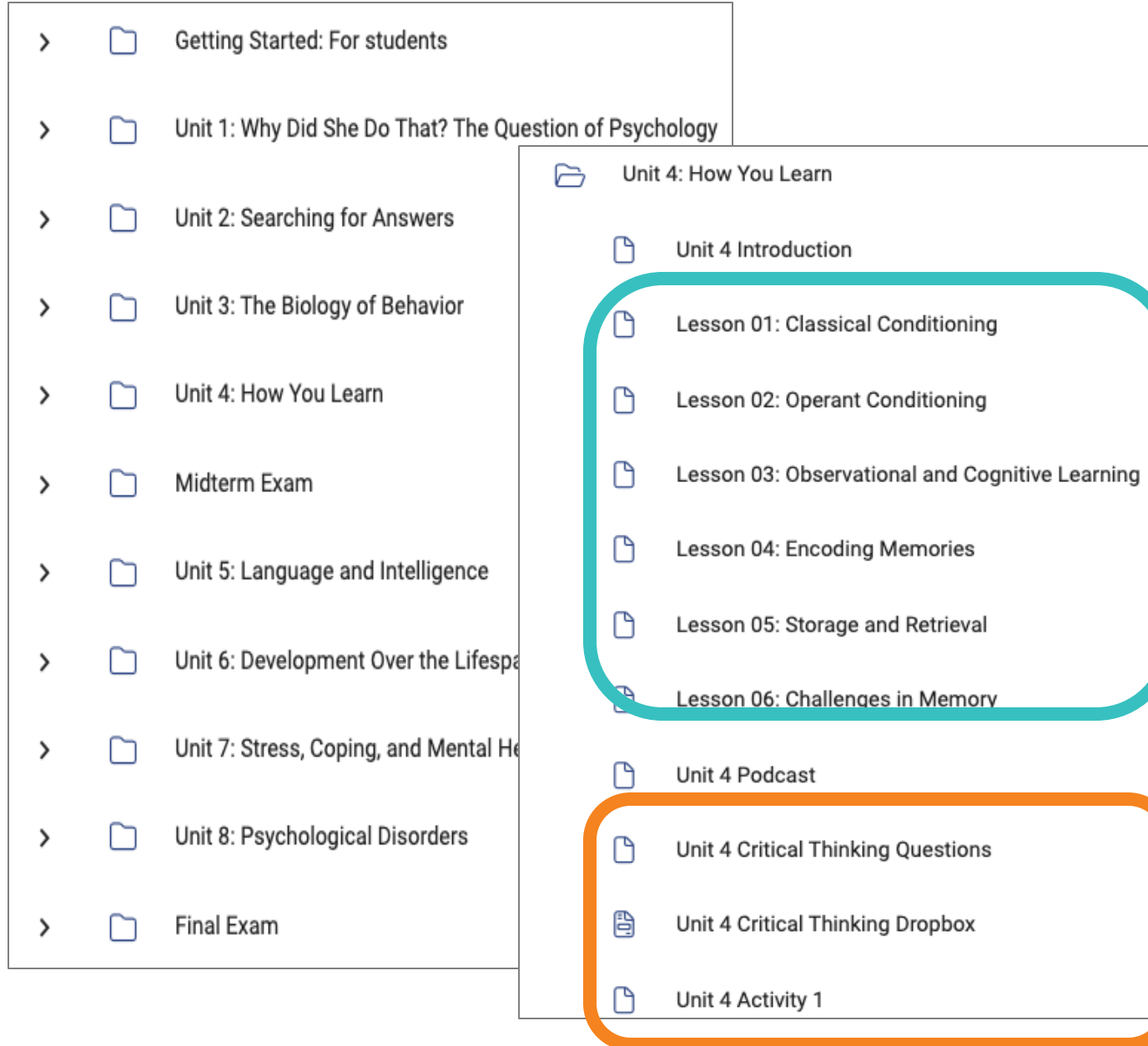
High stakes assessment



Feedback from the
Teacher

Course Structure

Courses organized by units,
which include lessons &
assessments

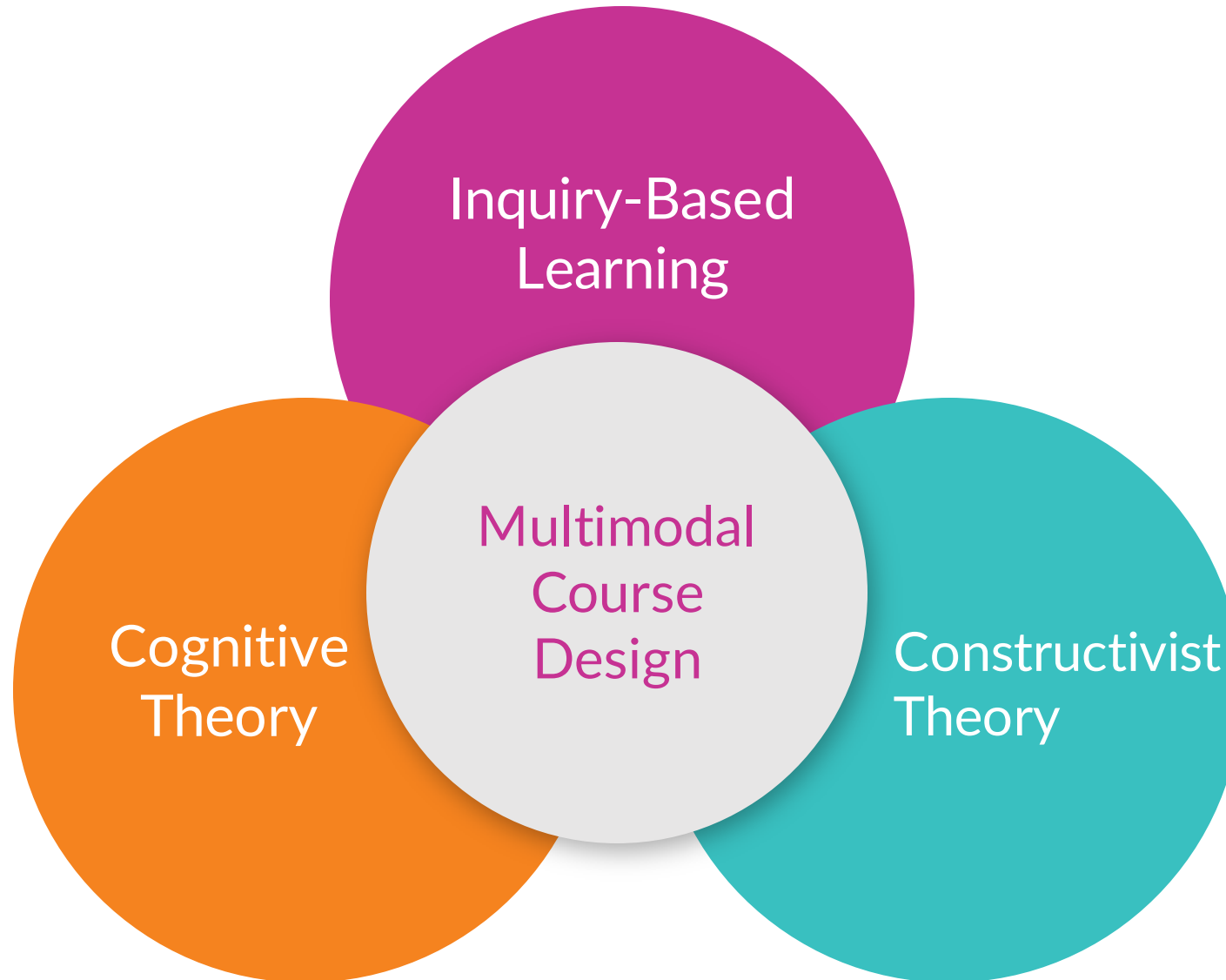


Lessons
teach
standards

Assessment
opportunities

Research-Based Course Design

incorporates learning theories



Design Highlights

Facilitates Cognitive Processing of Information

Chunking

Decision-Making in Action

Take a look at some of the following scenarios and indicate what you think the likely outcome of the situation will be:

Consider the following questions:

- What is the correct course of action?
- What are the potential consequences of that course of action?
- What barriers

Scenario One:

You are grounded, but your friend is meeting up with someone she's never met before and doesn't want to do it alone. You committed to going with her.

Scenario Two:

There is a huge party this weekend. Everyone who is anyone will be there. You feel privileged to be included; however, you know there is a high likelihood drugs and alcohol will be present. If your parents know the details, they will not be okay with you attending.

Improving Memory

Mnemonics can be used to aid in encoding, storing, and retrieving information as it moves memories into elaborate processing. Mnemonics create deeper associations with the information.

Solomon Shereshevsky was a Russian journalist turned mnemonist who lived in the early 1900s. He became known for his amazing memory recall. Upon research and study of his process, it was found that Shereshevsky used synesthesia, an elaborate mental process and mnemonic device in which information is paired with each of the five senses, creating unforgettable information. Unlike most of us, it seemed to come quite naturally to Shereshevsky.

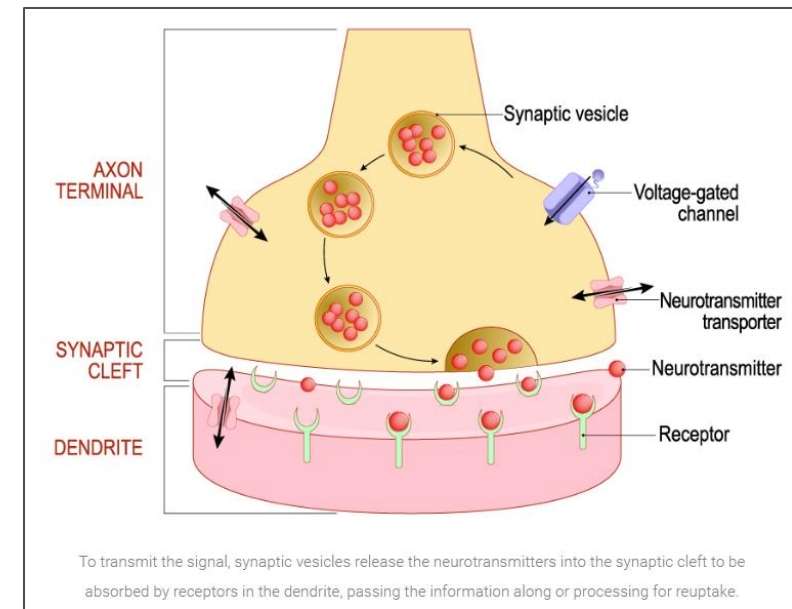
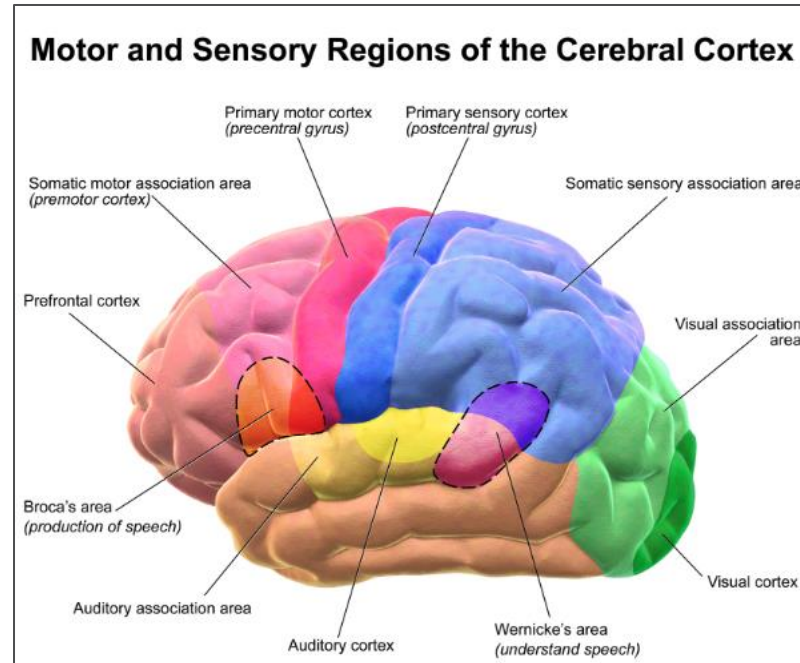
Here are a few not quite so elaborate techniques that you can use:

- > Chunking
- > Rhyming
- > Acrostics or Acronyms

Design Highlights

Facilitates Cognitive Processing of Information

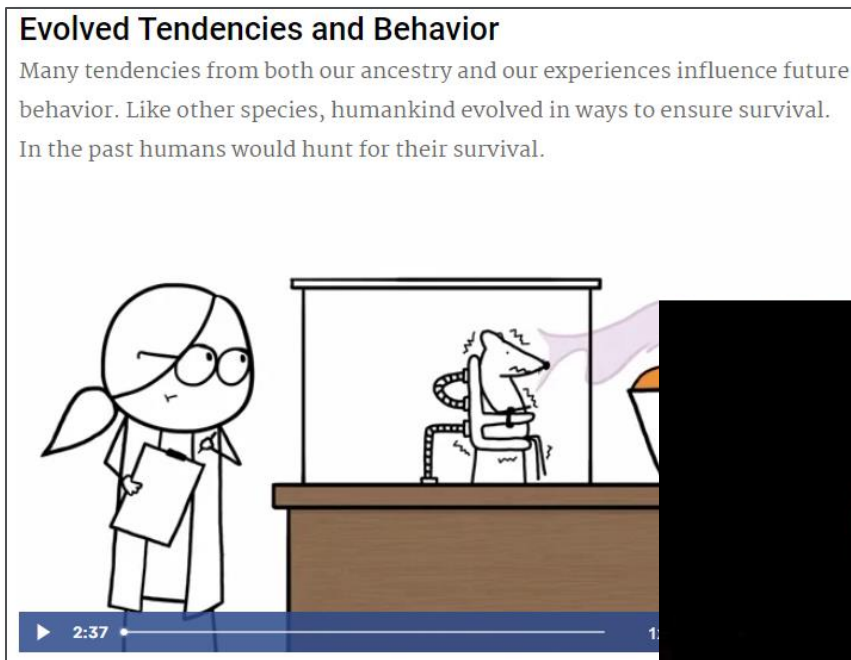
Compelling
visuals



Design Highlights

Features that support cognitive processing of information

Videos bring content to life and include closed captioning



Design Highlights

Features that engage learners and provide agency



Interactive Elements

Memories Lost to Disease

Several common disorders have memory loss as a significant symptom with components of dementia and amnesia.

- ▶ Alzheimer's
- ▶ Huntington's Disease
- ▶ Parkinson's Disease
- ▶ Encephalopathy
- ▶ Traumatic Brain Injury

- ▶ Alzheimer's
- ▶ Huntington's Disease
- ▼ A disorder of the nervous system causing impaired movement

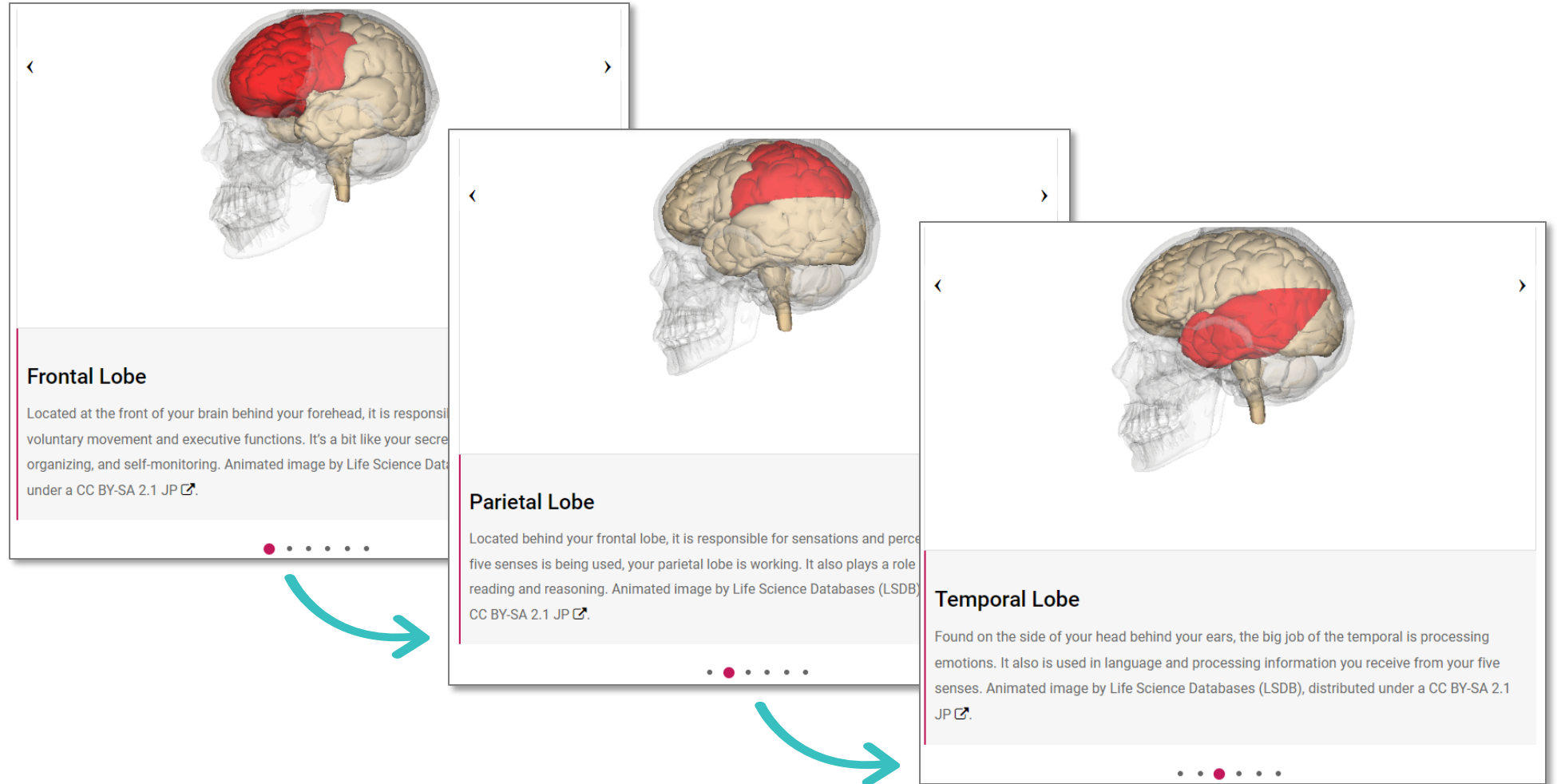
Initial symptoms begin with difficulties in normal movement. As the disease progresses, individuals become forgetful and cannot concentrate. Dementia develops in the later stages.

- ▶ Encephalopathy
- ▶ Traumatic Brain Injury

Design Highlights

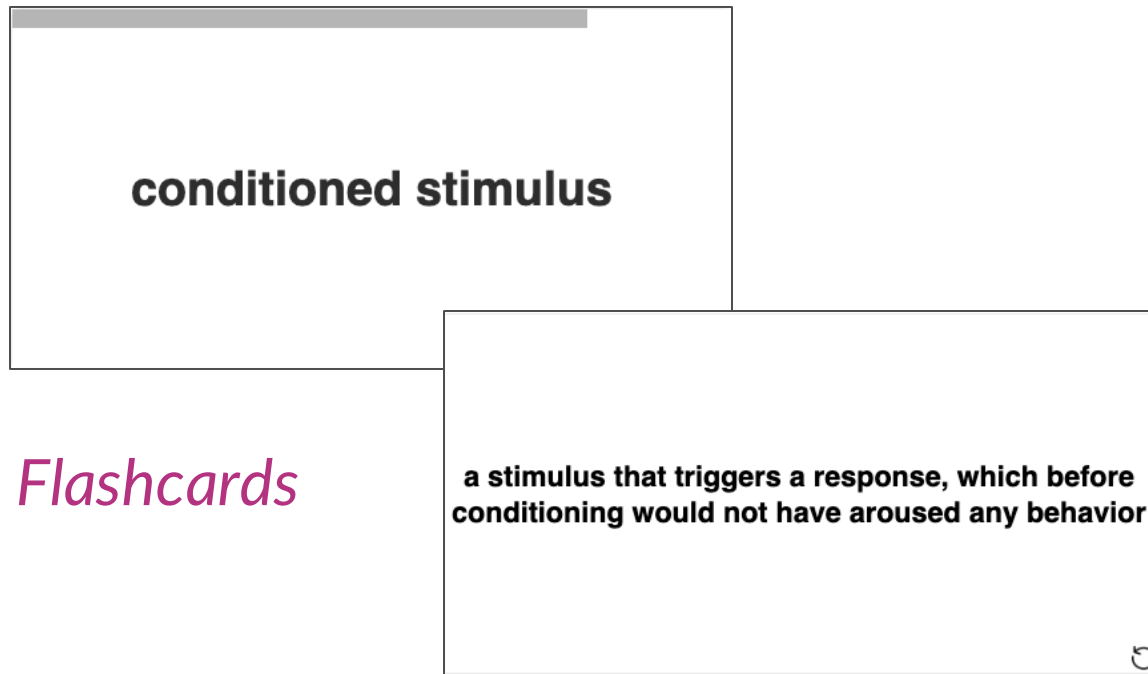
Features that engage learners and provide agency

Interactive Elements



Design Highlights

Assists with Cognitive Processing



Unit 4 Podcast

HOW YOU LEARN

This podcast is an audio narration of this unit's lessons.



[Download MP3](#) [Popup Player](#)

Podcasts

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Critical
Thinking
Questions

Five (5) in
every Unit

Teacher Resources
provide Suggested
Answers



UNIT 3 CRITICAL THINKING QUESTIONS

Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you think you could do to create more flow states in your life?
2. In your own words, describe the anatomy of the central nervous system, and the endocrine system. How do these three systems work together to affect a person's development and behavior?
3. "It's going to be amazing when humans go to Mars," a classmate says. "They will be able to see and hear and feel everything. There will be no limits to what humans can sense and perceive and what they aren't able to." Give at least three examples of each. Use the term "absolute threshold."
4. "I've been afraid of heights my whole life, and that's never going to change." "That is just how my brain is wired." Explain to this relative (in your own words) and how it affects humans.
5. "Why do people have to go to sleep?" asks a seven-year-old. In terms that a young child would understand, explain why scientists have suggested that humans need sleep.

Critical Thinking Questions

1. Describe a time when you were in a flow state. This can be while you were playing a sport, making art, singing, dancing, or working on a school project. How did the flow state differ from your normal state of consciousness? What do you think you could do to create more flow states in your life?

Answers will vary but should include:

- A description of a flow state the student experienced. Example: "I was so busy working on my app that I didn't even notice when the bell rang and my classmates left."
- A suggestion of how to create more flow states. Example: "I could set aside time early on Saturday mornings to paint. Nobody will bother me then."

2. In your own words, describe the anatomy of the central nervous system, the peripheral nervous system, and the endocrine system. How do these three systems work together to affect a person's development and behavior?

Answers will vary but should include:

- Central nervous system definition in the student's own words. For reference, the unit definition is: The central nervous system (CNS) consists of your brain and spinal cord and is responsible for gathering and responding to information.
- Peripheral nervous system definition in the student's own words. For reference, the unit definition is: The peripheral nervous system (PNS) branches out all over your body and serves as a communication system between your brain, spinal cord, and the rest of your body.
- Endocrine system definition in the student's own words. For reference, the unit definition is:

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Discussion Questions

2. In this unit, you learned about shallow or surface processing and deep or elaborate processing. Describe a time when you used shallow processing, such as memorizing a fact or formula to help you pass a test. Then describe a time when you used deep processing. This could be when you learned a skill you enjoyed, when you learned some historical or scientific information that is significant to you, or when you read or heard something that affected you emotionally. Based on these experiences, sum up the difference between shallow and deep processing.

Answers will vary but should include:

- An example of shallow processing. Example: "I learned in math class that $a^2 + b^2 = c^2$, but I can't remember what it applies to."
- An example of deep processing. Example: "In history class, I saw a Civil War documentary that made me cry. I remember a lot of the documentary, and it inspired me to read more about that war."
- An assessment of the difference between shallow and deep processing: "Shallow processing helps you pass tests and get through school, but deep processing sticks with you because you find meaning in it."

Teacher Resources
with Suggested Answers



Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Activities
demonstrate
higher order
thinking skills

UNIT 1 ACTIVITY 1

What's Your Personality?

Required Materials

- Word processing software
- Video recording device (optional)
- Audio recording device (optional)
- Art supplies (optional)
- Spreadsheet software (optional)

You've learned a little bit about psychology in general. Now it's time to learn about personality in particular.

Step 1: Learn about at Least Two Personality Tests

Research two or more of these personality tests online. Some of the Enneagram, are available in short forms that you can take online in 10 minutes. Others, such as the MMPI, have hundreds of questions and therefore take longer to complete as part of this activity. Don't spend more than 25 minutes.

- [Enneagram](#) 
- [Minnesota Multiphasic Personality Inventory](#) 

Step 2: Reflect and Assess

Think about what you learned in **Step 1** and how it applies to you.

- In your own words, how would you define personality?
- How did the assessment tools you investigated describe you?
- In most situations, are you an extrovert or an introvert?
- What three words do you think friends or family members would use to describe you? What three words would you use to describe yourself?
- Did anything you learned in Step 1 surprise you? If so, what was it, and why?
- How well do you think you know yourself? What would you like to learn about in this course so you can understand yourself better?

Step 3: Showcase Your Results

Create a product that defines what personality is and shows some of what you learned in the first two steps. Make sure you describe the two personality assessment tools you used and discuss how their techniques were different from one another. Your product should also define at least two psychological terms you learned by reading the lessons or doing research. Here are some product ideas:

- A fact sheet about yourself and your personality
- A brief, informal talk about yourself and your personality, recorded on audio or video
- A skit that shows and explains a personality trait that you either have now or want to develop

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Inquiry-based
Learning Activities
provide hands-on
experiences

How Can You Design Your Own Operant Conditioning Experiment?

Required Materials

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

Step 1: Set a Goal

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
- Meditate for five minutes per day (or five minutes more than you usually do).
- Exercise for 15 minutes per day (or 15 minutes more than you usually do).
- Limit soda consumption to one can or glass per week.
- Stop social media consumption by 9 p.m. for five nights in a row.
- For five days in a row, think about and appreciate a different positive thing that a family member did, and thank them in person, by note, or by text for that specific action.

Set a modest goal that follows the rules of common sense. For example, don't try to lose more than two pounds in a week. Don't deny yourself food or water. And don't do anything that could harm yourself, another person, or an animal.

Step 2: Use the Language of Psychology

Write a paragraph (or make a chart or mind map) that describes how your experiment will follow the rules of operant conditioning. Here are some questions to get you thinking. You don't need to answer all of them, but answer at least three.

- What kind of associative learning do you want there to be? In other words, what action do you want to happen, and what do you plan to do so that the action will happen?
- What positive reinforcement will you use? You may want to use more than one.
- What negative reinforcement will you use, if any?
- Are your reinforcements primary or secondary/conditioned? Explain.
- What punishment will you use on yourself, if any? Remember, negative reinforcement and punishment are not the same thing.
- What reinforcement schedule do you plan to use, if any?

Step 3: Carry Out Your Experiment and Report the Results

Try out the experiment you designed. Keep track of your results in a series of diary entries, a chart, or a spreadsheet. At the bottom of the diary entries, chart, or spreadsheet, summarize your results. Was your experiment a success? What reinforcements and/or punishments were effective, if any were?

Submit the results of **Step 2** and **Step 3** to your instructor. If your work is hand-drawn, take clear photographs of it and submit those.

Assessment Opportunities

All assessment opportunities facilitate demonstration of knowledge

Rubrics provided
for all open-
ended
assessments

TABLE 3 Grading Rubric			
	Content	Format	Communicate
Full Credit	Student fully and precisely answers three or more of the questions in Step 2. Experiment results are precisely and consistently detailed. Summary is precise and articulate.	Student's submission is well organized and clearly presents the required information. Its format is aesthetically pleasing and meets or exceeds the given requirements.	Student has clearly communicated their findings, project, and/or results.
Partial Credit	Student answers at least two of the questions in Step 2. Experiment results are present but may be vaguely or inconsistently described. Summary exists but may be somewhat confusing.	Student's submission is fairly well organized and has a moderately easy-to-understand format that is somewhat aesthetically pleasing and meets most of the given requirements.	Student has attempted to communicate their findings, project, and/or results but could have done so in a more effective manner.
Little Credit	Student answers one or none of the questions in Step 2. Experiment results are missing or are difficult to understand. Summary is missing or is very confusing.	Student's submission is poorly organized, and the content is difficult to understand due to poor formatting and/or aesthetics.	Student has not communicated their findings, project, and/or results.

Assessment Opportunities

Test Your Knowledge facilitates practice

Test Your
Knowledge
Questions

Self
Assessment
Questions

Low-Stakes
Ungraded

? Question #1

A researcher sets up a classical conditioning experiment by playing musical tones for research subjects but occasionally adding a jarringly loud sound to the audio. Soon the research subjects begin to wince as soon as they hear the music, even if the researcher has not yet played the loud sound. In this scenario, the subjects wincing when they hear the loud sound is what?

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

✓

unconditioned response

unconditioned stimulus

neutral stimulus

conditioned response

✓

Yup, you got it!

It is natural for people to wince when they hear a loud sound. There is no need to train them to do this.

✗

Nope, wrong answer

In this experiment, the musical tones are the neutral stimulus because they don't provoke a reaction in the research subjects. You may want to review the details of classical conditioning in Lesson 1.

↺ Retry

Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Unit Quizzes,
Midterm, Final Exams

provide machine –
graded summative
assessment

Randomized to
ensure academic
honesty

6. The psychologist Edward Thorndike is MOST often associated with which key idea in psychology?

- ☐ self-actualization
- ☐ cognitive behavioral therapy
- ☐ Rule of Three
- ☐ Law of Effect

3. It's usually easier to remember a phone number if it has a dash in the middle—for example, 606-8042 rather than 6060842. What memory technique is this an example of?

- ☐ flexing
- ☐ chunking
- ☐ dumping
- ☐ surfing

Individual

Teacher Feedback

Personalizes learning experiences

Grade - Unit 1 Quiz

House, Gregory

Course: Anatomy and Physiology 1a: Introduction

Activity: Unit 1 Quiz

Category: Unit 1

Target due: May 19, 2020

CONTENT


SCORE/ACTIVITY HISTORY

SUBMISSION HISTORY

CLASS STATISTICS

In a simple reflex action:

- impulses from a receptor pass along a sensory neurone to the central nervous system.
- at a junction (synapse) between a sensory neurone and a relay neurone in the central nervous system, a chemical is released that causes an impulse to be sent along a relay neurone.




Synapse

• a chemical is then released at the synapse between a relay neurone and a motor neurone in the central nervous system, causing impulses to be sent along a motor neurone to the organ (the effector) that brings about the response.

• the effector is either a muscle or a gland; a muscle contracts and a gland responds by releasing (secreting) chemical substances.

• Enables humans to react to their surroundings and coordinate their behaviour.

• Light receptor cells, like most animal cells, have a nucleus, cytoplasm and a potassium cell membrane.



cell membrane

nucleus

Cells called receptors detect stimuli (changes in the environment).

Receptor	Stimuli
Eyes	• Sensitive to <u>light</u>
Ears	• Sensitive to <u>sounds</u>
Tongue	• Sensitive to <u>position</u>
Nose	• Sensitive to <u>taste</u>
Skin	• Sensitive to <u>smell</u>
	• Sensitive to <u>touch, pressure, pain & temperature changes</u> .

Enables us to keep balance

• Information from receptors pass along cells (neurones) in nerves to the brain.

⇒ The brain coordinates the response.

• Involves sensory, relay and motor neurones.

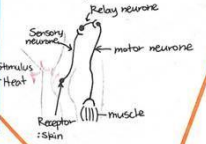
• Reflex actions are automatic and rapid (involuntary).

Nervous system.

Stimulus → Receptor → Sensory neurone → Processing centre (CNS: Cerebral cortex, Hypothalamus, etc.) → Response → Effector → Motor Neurone

Reflex action

- involuntary and rapid response to a stimulus in order to protect the body.



Sensory neurone

Relay neurone

motor neurone

muscle

Receptor: Heat

Receptor: Skin

✓ Excellent (A1) level of understanding.

Score

4.99 / 15

FULL CREDIT NO CREDIT CLEAR

REVERT TO CALCULATED

modified completed

SAVE DRAFT SUBMIT SCORE

EXCUSE ALLOW RETRY OVERRIDE COMPLETE

Feedback Visible to student

B i U G A [] []

Add your feedback here

Insert template No templates to display

EDIT TEMPLATES

Returned attachments


































Private note Hidden from student

Provide **Formative Feedback** to Students

eDynamic
Learning
CAREER & ELECTIVE
COURSES

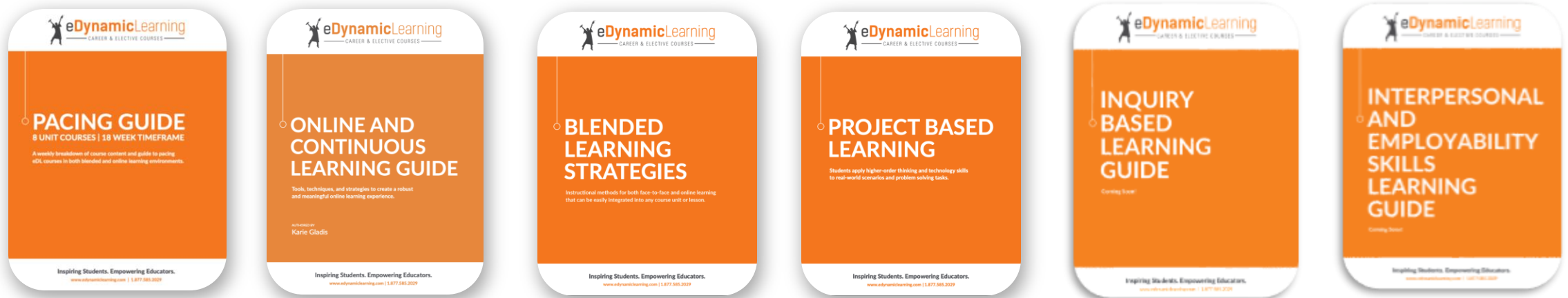
Gradebook Reporting

Gauge student progress

GRADES UNIT SUMMARY FOR ME											
Unit 1: Human Body Organization											
<input type="checkbox"/> Name  	Score	Letter	Minutes	Perfor...	Pace	 Unit 1 Text Question...	 Unit 1 Lab Dropbox	 Unit 1 Activity Dropbox	 Unit 1 Quiz	 Unit 1 Discussor 1	 Unit 1 Discussor 2
<input type="checkbox"/> Grey, Meredith	92.87%	A	0			80%	80%	100%	100%	100%	100%
<input type="checkbox"/> House, Gregory	35.15%	F	0			30%	10%	40%	33.33%	20%	20%
<input type="checkbox"/> Howser, Doogie	94.93%	A	0			100%	100%	93.33%	93.33%	80%	100%
<input type="checkbox"/> Lockhart, Abby	79.24%	C	0			90%	70%	100%	80%	80%	100%
<input type="checkbox"/> Pierce, Benjamin	81.69%	B	0			70%	70%	80%	66.66%	60%	80%
<input type="checkbox"/> Quinn, Michaela	79.02%	C	0			60%	80%	73.33%	100%	80%	100%
<input type="checkbox"/>			33								
<input type="checkbox"/>	0%	F	5								
<input type="checkbox"/>	97.5%	A	51			 	100% 	100% 	93.33%		
14 students	70.05%	C	20			71.66%	72.85%	83.8%	80.95%	70%	83.33%
Low scores			0			2	1	1	2	2	1
Score entry			0			Points	Points	Points	Points	Points	Points
Points			0			10	10	15	15	5	5

Rich Teacher Resources

Resources that support implementation



Also provided:

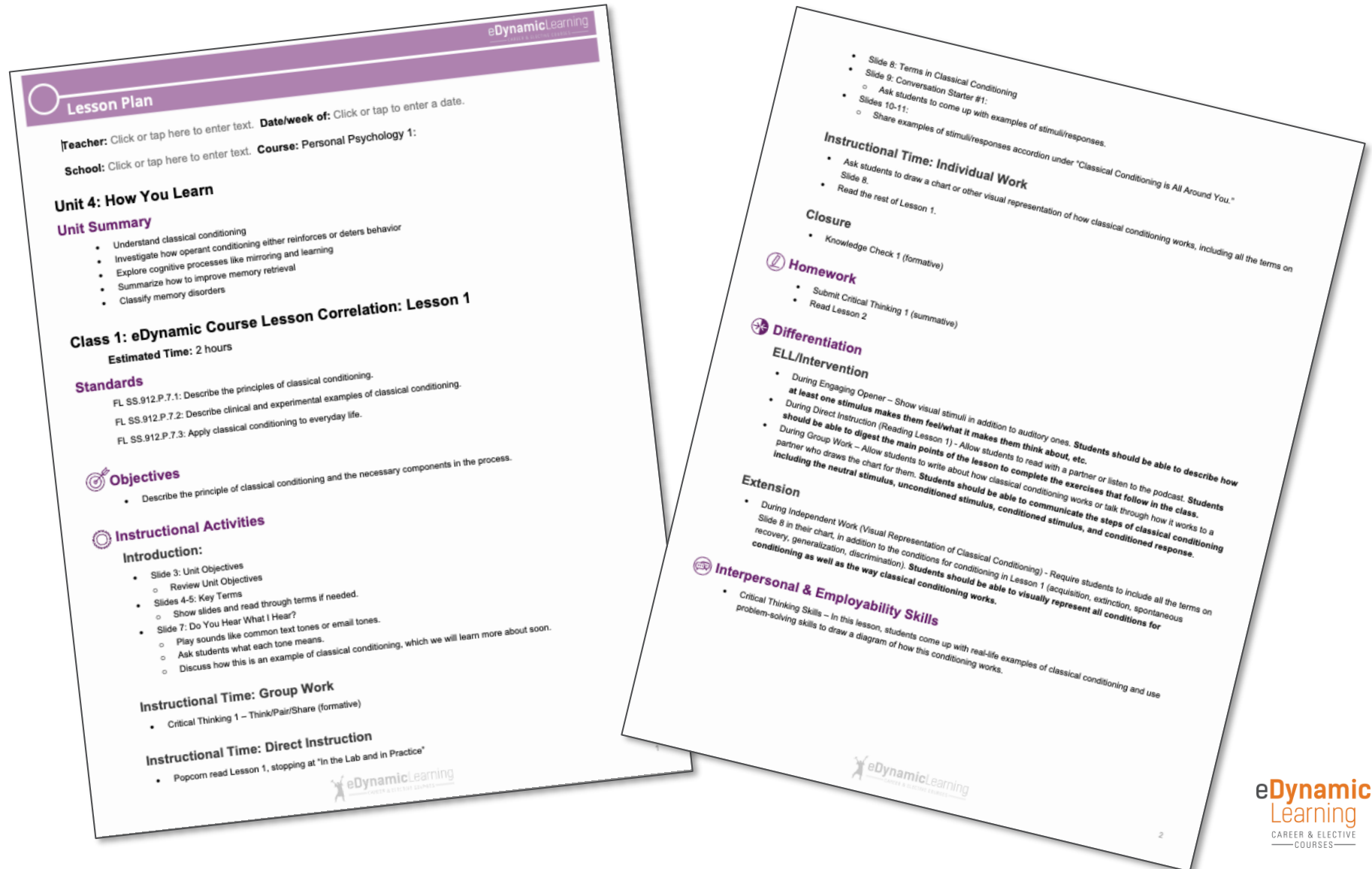
- ✓ Answer Keys
- ✓ Syllabus
- ✓ Scoring Rubrics
- ✓ Required Materials
- ✓ Course Vocabulary

Rich Teacher Resources

Lesson Plans will be available summer 2023

Lesson Plans provide -

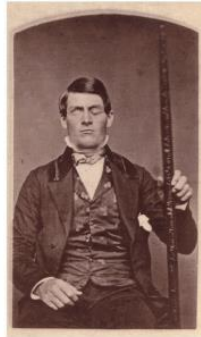
- Direct instruction
- Instructional activities
- Differentiation strategies



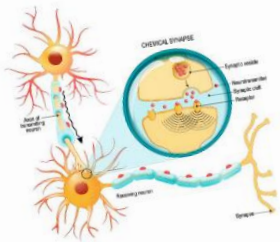
Rich Teacher Resources

Slides will be available summer 2023

Conversation Starter #1:
Why did Phineas Gage's personality change?
What part of his brain was damaged?



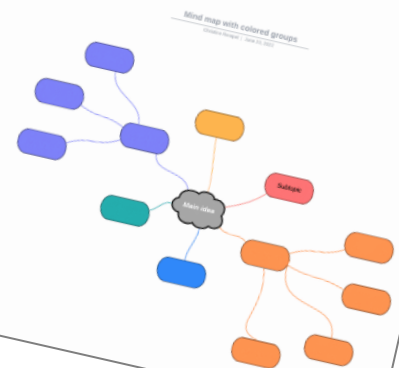
Neurons and Synapses



- Neuron
- Nucleus
- Dendrite
- Axon
- Myelin sheath
- Glial cells
- Synapse

Lesson 1: Active Reading

- Read along with your class and fill out the concept map while you make connections, clarify meaning, ask questions, and make predictions on the text.



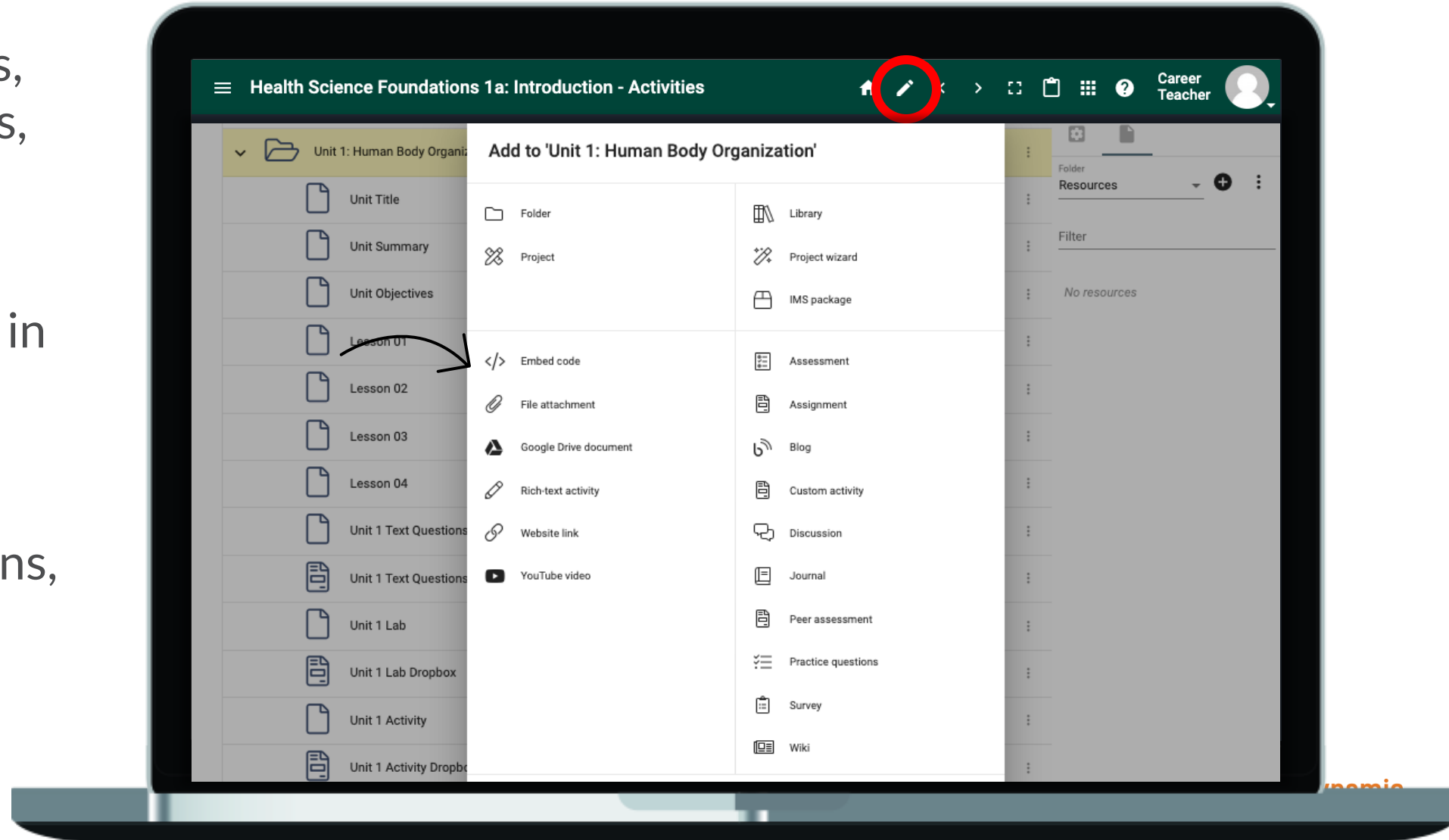
Customization & Integration Features

Teacher or district-authored content can be integrated easily

Add: Links, videos, docs, assessments, etc.

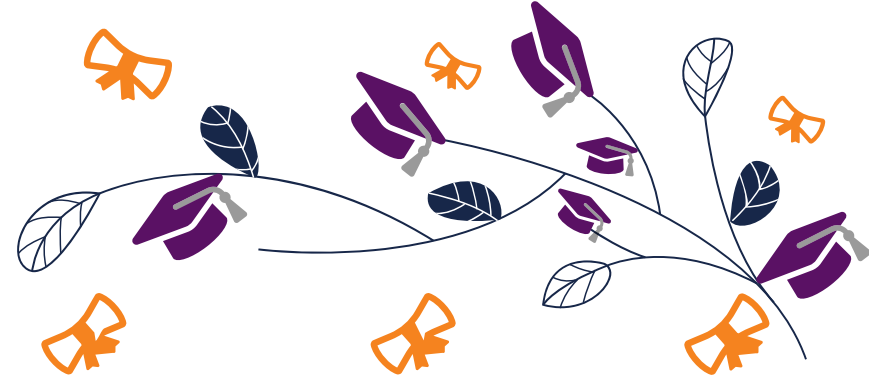
Move: Units, lessons, activities in a different sequence

Hide: Units, lessons, activities






Equality
vs
Equity & Access



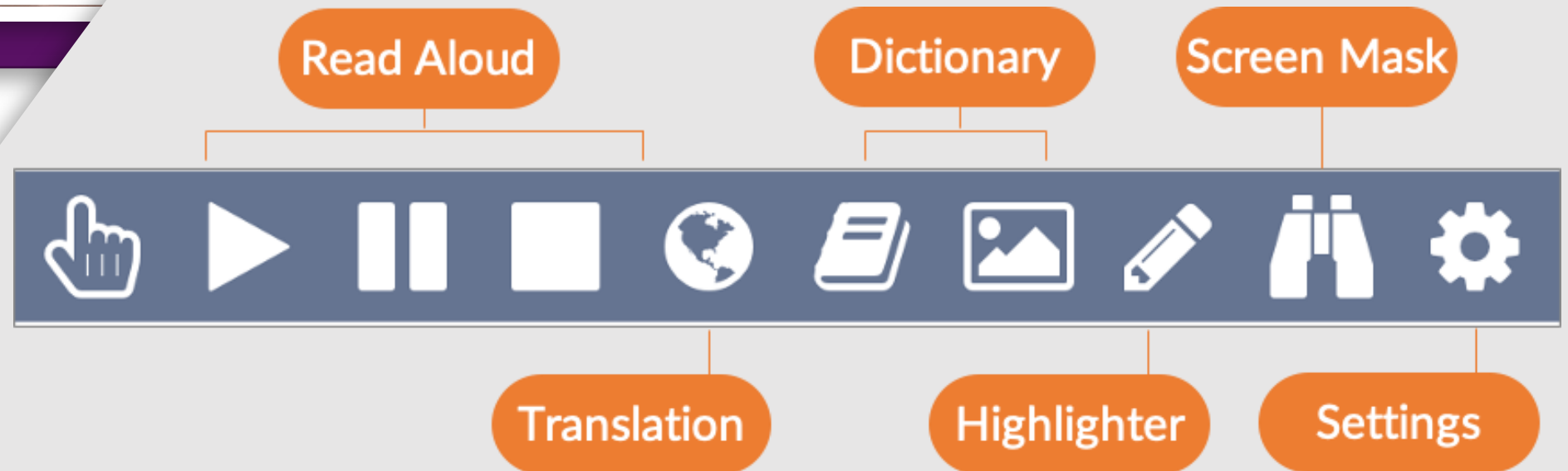
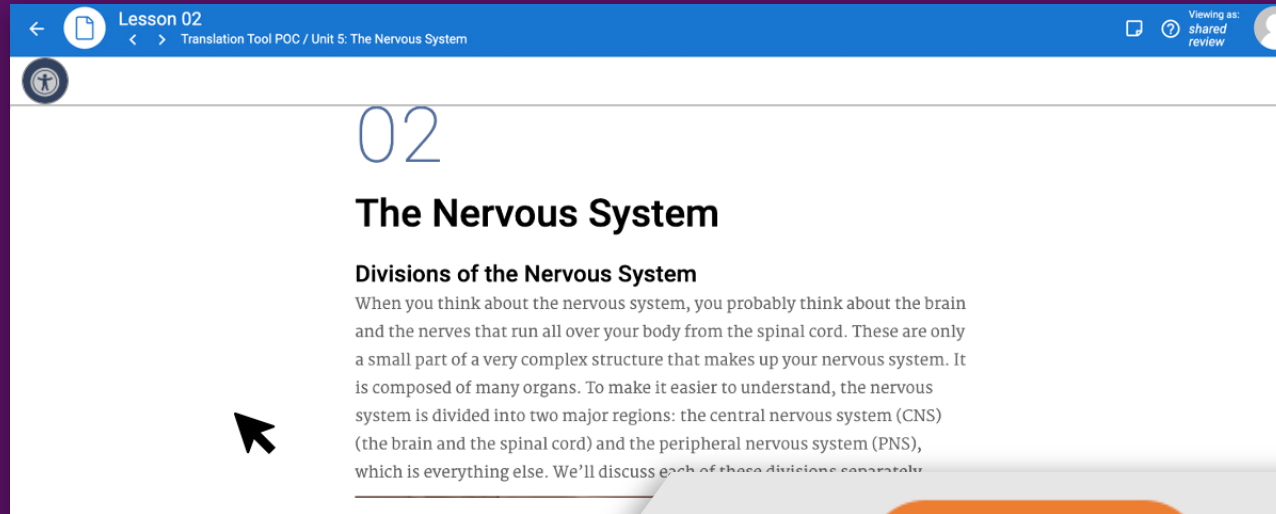
Reviewed for **Authentic** Content

we employ an external diversity/sensitivity editorial organization

- 
- ✓ Addictions
 - ✓ Ageism
 - ✓ Bullying, cyberbullying
 - ✓ Class, socioeconomic, and poverty-issues
 - ✓ Culture
 - ✓ Ethnicity and race
 - ✓ Generational issues
 - ✓ Generational issues
 - ✓ Immigrant culture
 - ✓ Indigenous cultures
 - ✓ Illnesses, disabilities
 - ✓ Regionalism
 - ✓ Religion
 - ✓ Tokenism

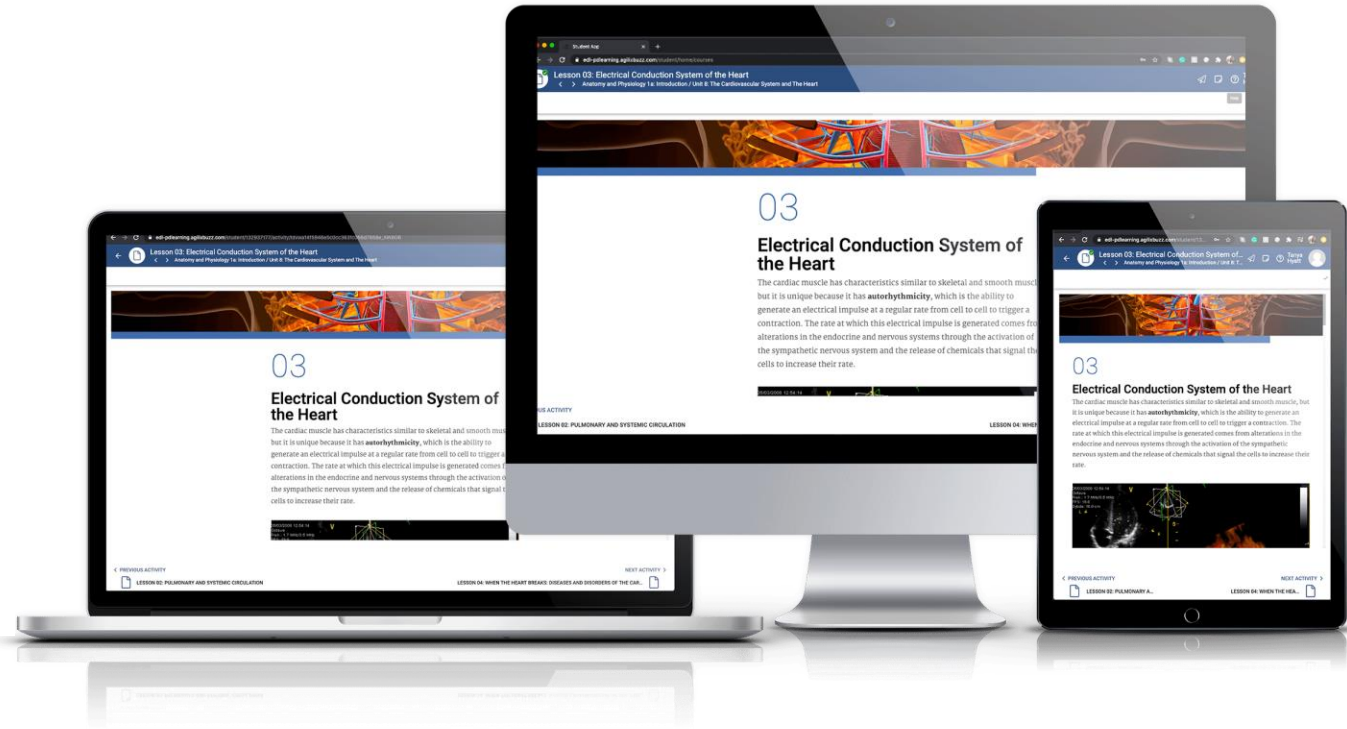
Accessibility Features to Support 508 Requirements

Literacy & ELL Support tools breakdown language barriers



Accessible to All Learners

Accessible to support individuals who are deaf, hard of hearing, blind, visually impaired, and cognitively impaired



Supports Accommodations

Ideal for IEPs, 504 Plans, & Acceleration

←

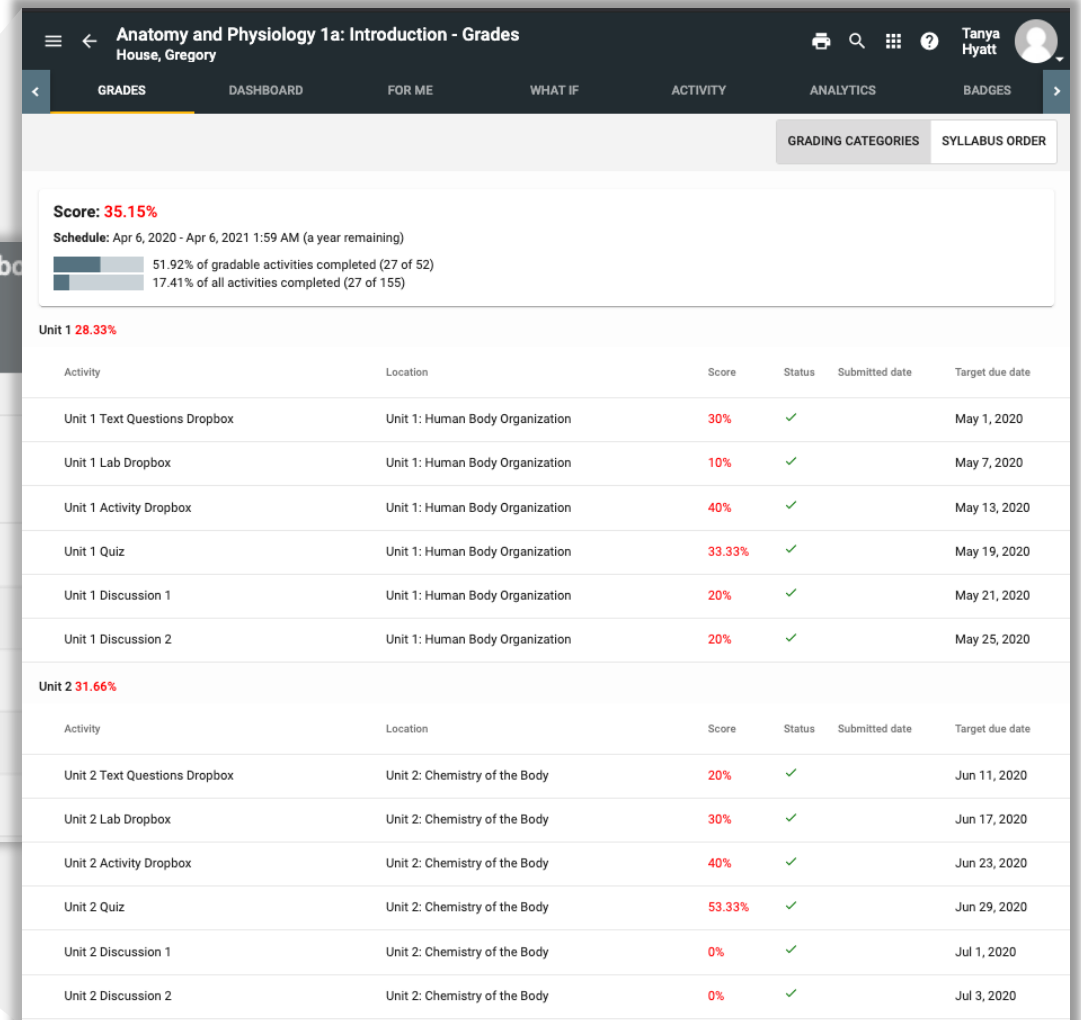
Anatomy and Physiology 1a: Introduction - Gradebook

GRADES

UNIT SUMMARY

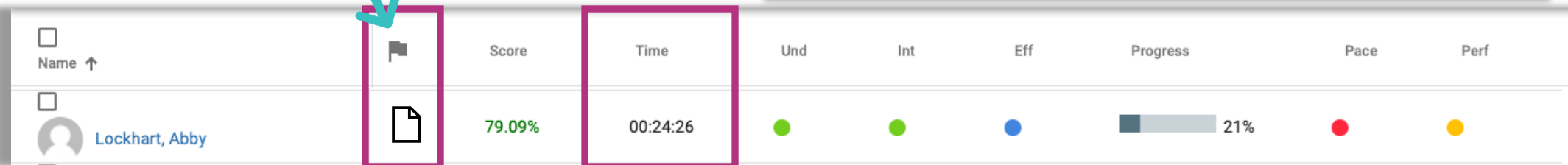
FOR ME

<input type="checkbox"/>	Name	Score	Letter	Minutes
<input type="checkbox"/>	Grey, Meredith	92.87%	A	0
<input type="checkbox"/>	House, Gregory	35.15%	F	0
<input type="checkbox"/>	Howser, Doogie	94.93%	A	0
<input type="checkbox"/>	Lockhart, Abby	79.24%	C	0
<input type="checkbox"/>	Pierce, Benjamin	81.69%	B	0



Anatomy and Physiology 1a: Introduction - Grades					
House, Gregory					
GRADES DASHBOARD FOR ME WHAT IF ACTIVITY ANALYTICS BADGES					
GRADING CATEGORIES SYLLABUS ORDER					
Score: 35.15%					
Schedule: Apr 6, 2020 - Apr 6, 2021 1:59 AM (a year remaining)					
51.92% of gradable activities completed (27 of 52)					
17.41% of all activities completed (27 of 155)					
Unit 1 28.33%					
Activity	Location	Score	Status	Submitted date	Target due date
Unit 1 Text Questions Dropbox	Unit 1: Human Body Organization	30%	✓		May 1, 2020
Unit 1 Lab Dropbox	Unit 1: Human Body Organization	10%	✓		May 7, 2020
Unit 1 Activity Dropbox	Unit 1: Human Body Organization	40%	✓		May 13, 2020
Unit 1 Quiz	Unit 1: Human Body Organization	33.33%	✓		May 19, 2020
Unit 1 Discussion 1	Unit 1: Human Body Organization	20%	✓		May 21, 2020
Unit 1 Discussion 2	Unit 1: Human Body Organization	20%	✓		May 25, 2020
Unit 2 31.66%					
Activity	Location	Score	Status	Submitted date	Target due date
Unit 2 Text Questions Dropbox	Unit 2: Chemistry of the Body	20%	✓		Jun 11, 2020
Unit 2 Lab Dropbox	Unit 2: Chemistry of the Body	30%	✓		Jun 17, 2020
Unit 2 Activity Dropbox	Unit 2: Chemistry of the Body	40%	✓		Jun 23, 2020
Unit 2 Quiz	Unit 2: Chemistry of the Body	53.33%	✓		Jun 29, 2020
Unit 2 Discussion 1	Unit 2: Chemistry of the Body	0%	✓		Jul 1, 2020
Unit 2 Discussion 2	Unit 2: Chemistry of the Body	0%	✓		Jul 3, 2020

Listed accommodations for student



<input type="checkbox"/>	Name	Score	Time	Und	Int	Eff	Progress	Pace	Perf
<input type="checkbox"/>	Lockhart, Abby	79.09%	00:24:26				21%		

Professional Development

Implementation Essentials

(Get teachers up and running on day one)

Blended Learning Strategies

(flexible uses to support various implementations)

Inquiry-Based Learning

(project-based, problem-based and challenged-based)

Differentiated Instruction

(support accommodations and ELL students)

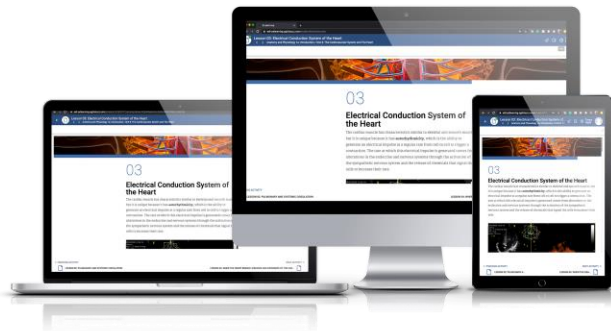
Job Embedded Coaching

(modeling, co-planning, observation/feedback)

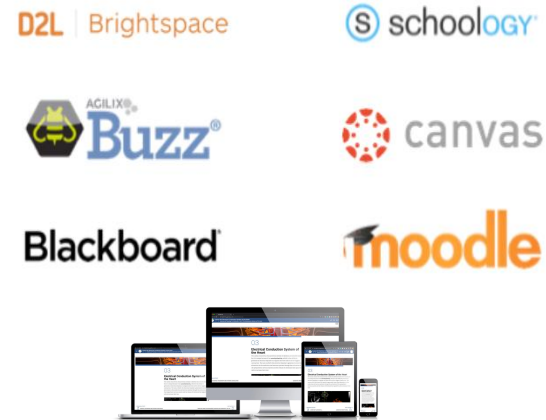


Summary of Personal Psychology

Device & Browser Agnostic



Platform Flexibility



Accessibility



Interactivity

▶ Alzheimer's

▶ Huntington's Disease

▼ A disorder of the nervous system causing impaired movement

Initial symptoms begin with difficulties in normal movement. As the disease progresses, individuals become forgetful and cannot concentrate. Dementia develops in the later stages.

▶ Encephalopathy

▶ Traumatic Brain Injury

Assessments

How Can You Design Your Own Operant Conditioning Experiment?

Required Materials

- Word processing software
- Art supplies (optional)
- Spreadsheet software (optional)

In this unit, you learned that practice is one of the best ways to recall information. It's time to create your own experiment to help you understand and remember the main ideas of operant conditioning.

Step 1: Set a Goal

What would you like the outcome of the experiment to be? Let's say you want to create a positive habit for yourself in an area where you've been having a little trouble getting motivated. Here are some ideas:

- Get up five mornings in a row without hitting a snooze alarm.
- Meditate for five minutes per day (or five minutes more than you usually do).
- Exercise for 15 minutes per day (or 15 minutes more than you usually do).
- Limit soda consumption to one can or glass per week.
- Stop social media consumption by 9 p.m. for five nights in a row.
- For five days in a row, think about and appreciate a different positive thing that a family member did, and thank them in person, by note, or by text for that specific action.

Set a modest goal that follows the rules of common sense. For example, don't try to lose more than two pounds in a week. Don't deny yourself food or water. And don't do anything that could harm yourself, another person, or an animal.

Teacher Resources

Lesson Plan

Teacher: Click or tap here to enter text. Date/Week off: Click or tap to enter a date.

School: Click or tap here to enter text. Course: Personal Psychology 1:

Unit 4: How You Learn

Unit Summary

- Understand classical conditioning
- Investigate how operant conditioning affects behavior
- Examine cognitive processes like memory and learning
- Examine how to improve memory retention
- Classify memory disorders

Class 1: eDynamic Course Lesson Correlation: Lesson 1

Estimated Time: 2 hours

Standards

- FL 9.1.2.P.1.1: Describes the principles of classical conditioning
- FL 9.1.2.P.1.2: Describes classical and experimental examples of classical conditioning
- FL 9.1.2.P.1.3: Apply classical conditioning to everyday life

Objectives

- Describe the principles of classical conditioning and the necessary components in the process

Instructional Activities

Introduction:

- Slide 3: Unit Objectives
- Review Unit Objectives
- Slide 4: Key Terms
- Slide 5: Read and think through lesson 1 needed.
- Slide 7: Do You Know What I Mean?
- Play cards for context and lesson or small groups
- Ask students what each term means
- Discuss how this is an example of classical conditioning, which we will learn more about soon.

Instructional Time: Group Work

- Critical Thinking 1 - Think/Pair/Share (Formative)

Instructional Time: Direct Instruction

- Program read Lesson 1, stopping at "In the Lab and in Practice"

Lesson 1: Active Reading

- Read along with your class and fill out the concept map while you make connections, clarify meaning, ask questions, and make predictions on the text.

PD Training



Your Questions Answered!

