The eDL Difference

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

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

1. Engaging resource
2. Research-based instructional design
3. Teaching support

eDynamic Learning
CAREER & ELECTIVE COURSES

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Regional Vice President, Partnerships

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Today's Agenda

1. Introductions
2. eDynamic Learning Intro
3. Personal Psychology 1
4. Features & Benefits to Support You
5. Next Steps

eDynamic Learning
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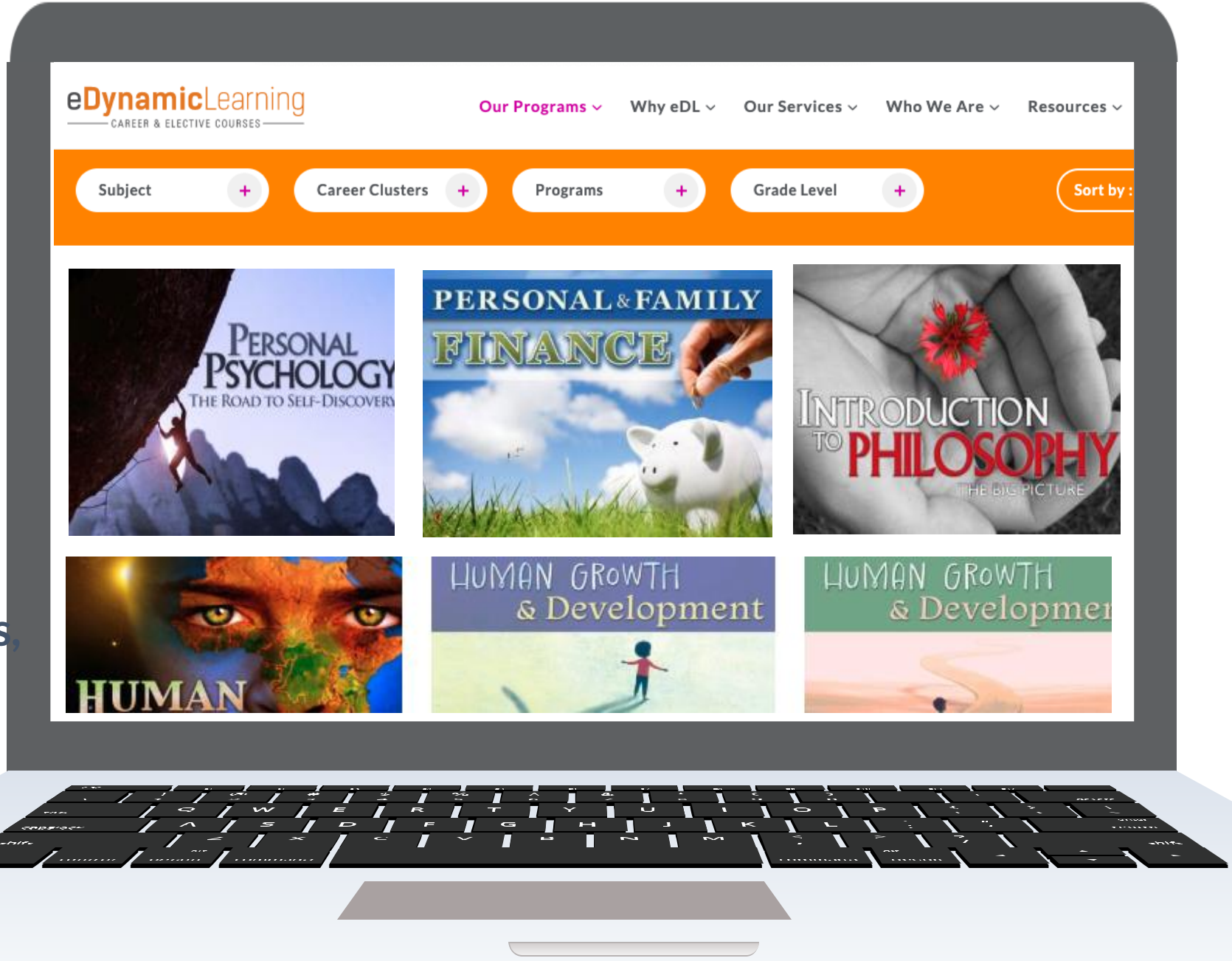
Largest Publisher *of* Electives & Career Courses

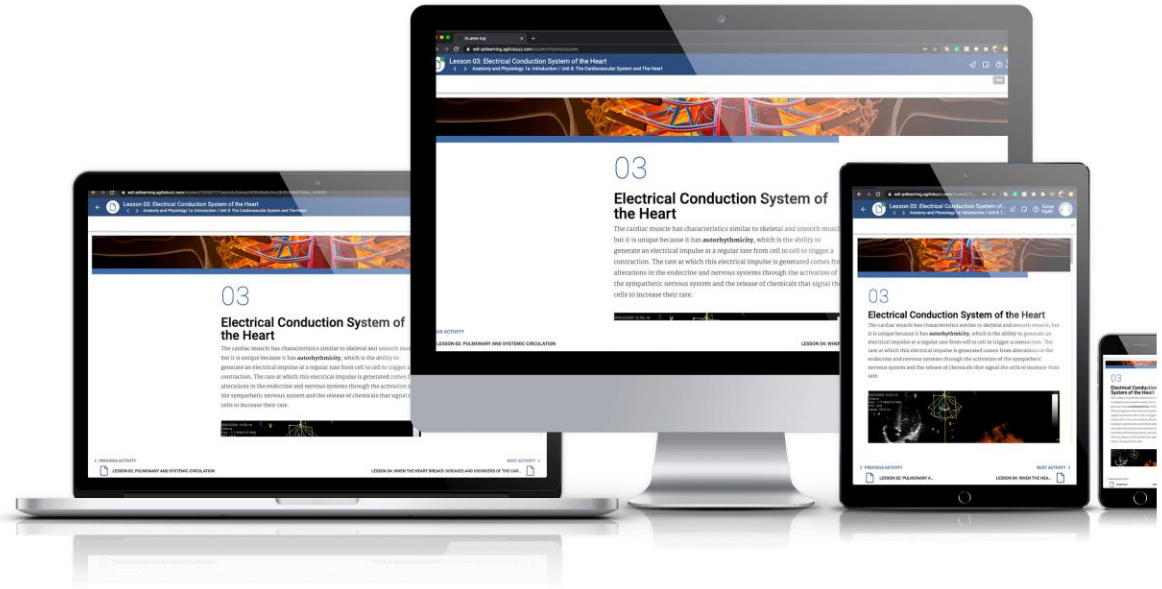
- Grades 6-12
- Online Courses
- Textbook Replacement
- Works on Chromebooks, Laptops, Tablets
- Continually Updated



Platform Flexibility

Device agnostic

Browser agnostic



Integrates with most LMS

moodle
schoology
AGILIX Buzz
canvas
D2L Brightspace
Blackboard

Elements work with Google Classroom

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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

THE EDTECH AWARDS
COOL TOOL
FINALIST 2022

THE EDTECH AWARDS
COOL TOOL
WINNER 2021

2021
FINALIST
SUPES' CHOICE
POWERED BY
IEI

Best Elective Curriculum Solution

Best College & Career Solution

College & Career Readiness

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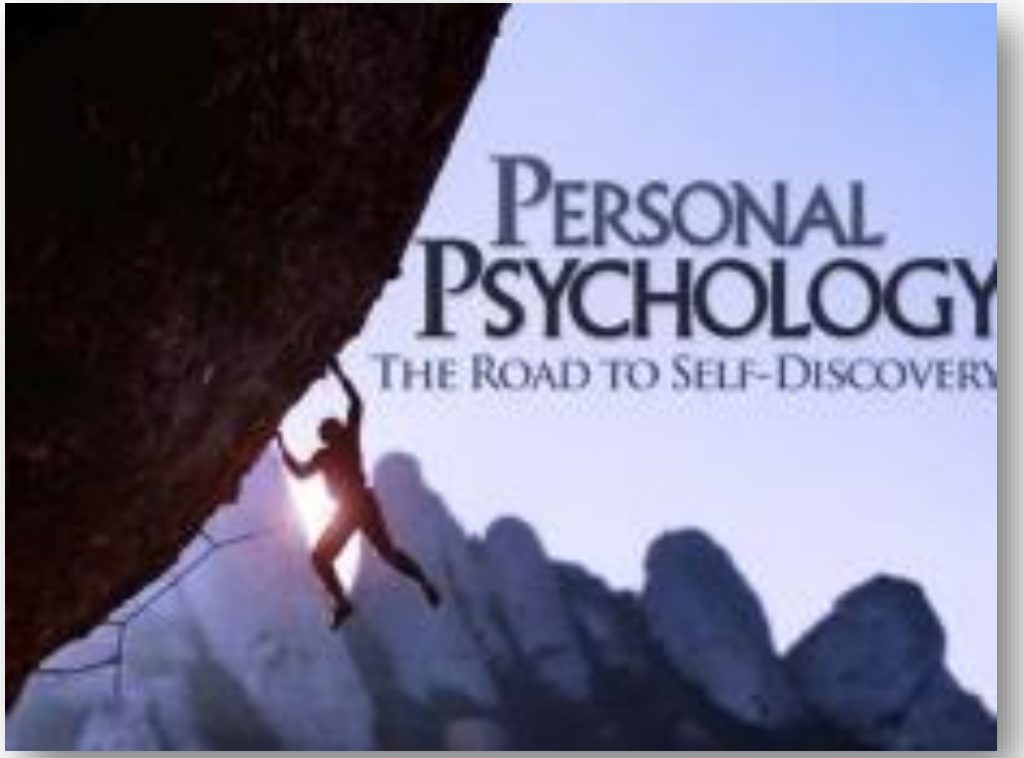
Student Rating

Students rate Personal Psychology highly



4.4 out of 5 stars

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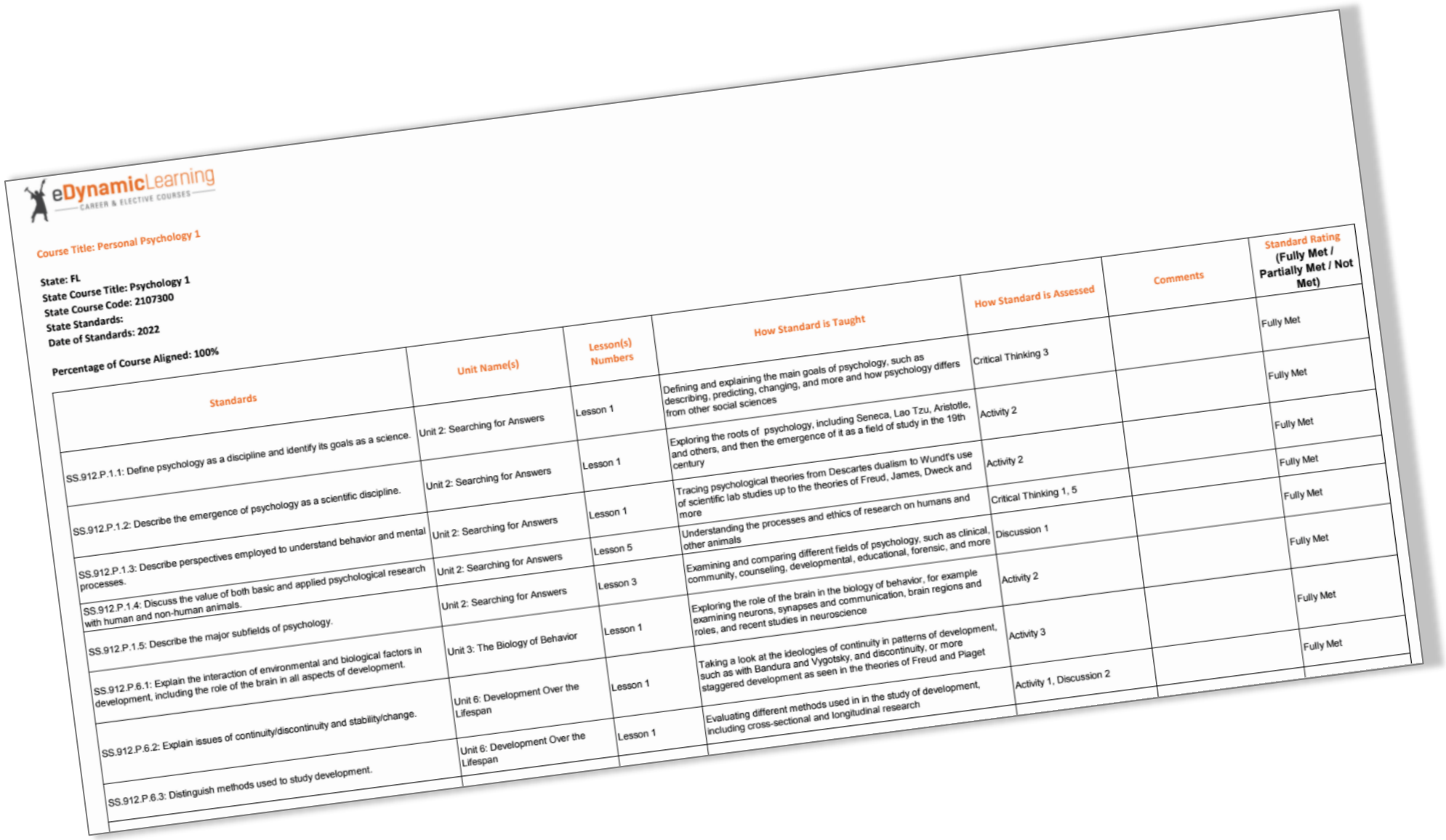
Course Standards

Aligns to 2107300 Psychology 1 standards



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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 in the study of development, including cross-sectional and longitudinal research	Activity 1, Discussion 2		Fully Met

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Personal Psychology 1: The Road to Self-Discovery

Writing Team

Shalyce Cluff, MS, M.Ed.

- Lead Author

Carl Neblett, MA

- Author

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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

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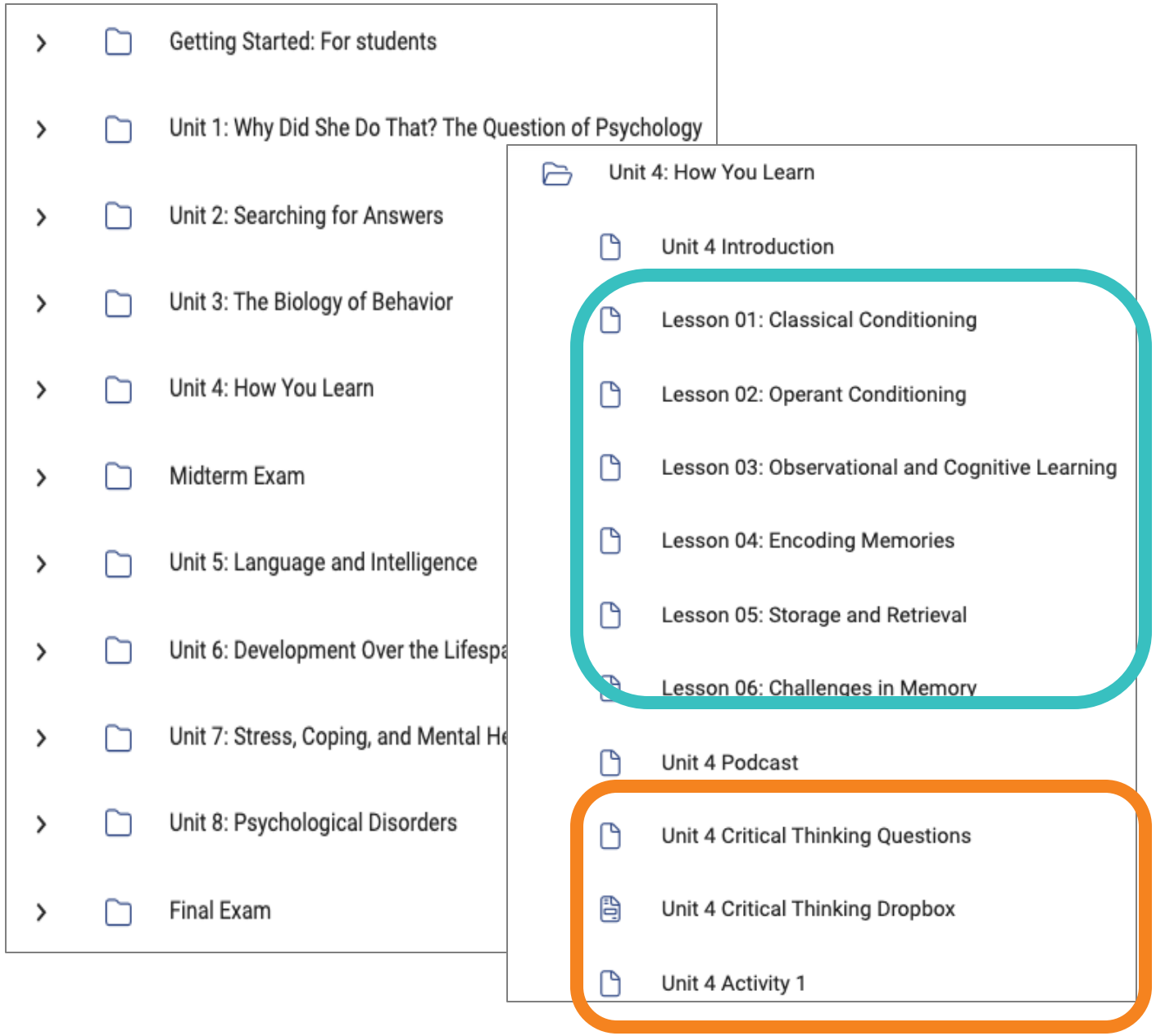
Course Structure

Courses organized by units, which include lessons & assessments



Lessons teach standards

Assessment opportunities

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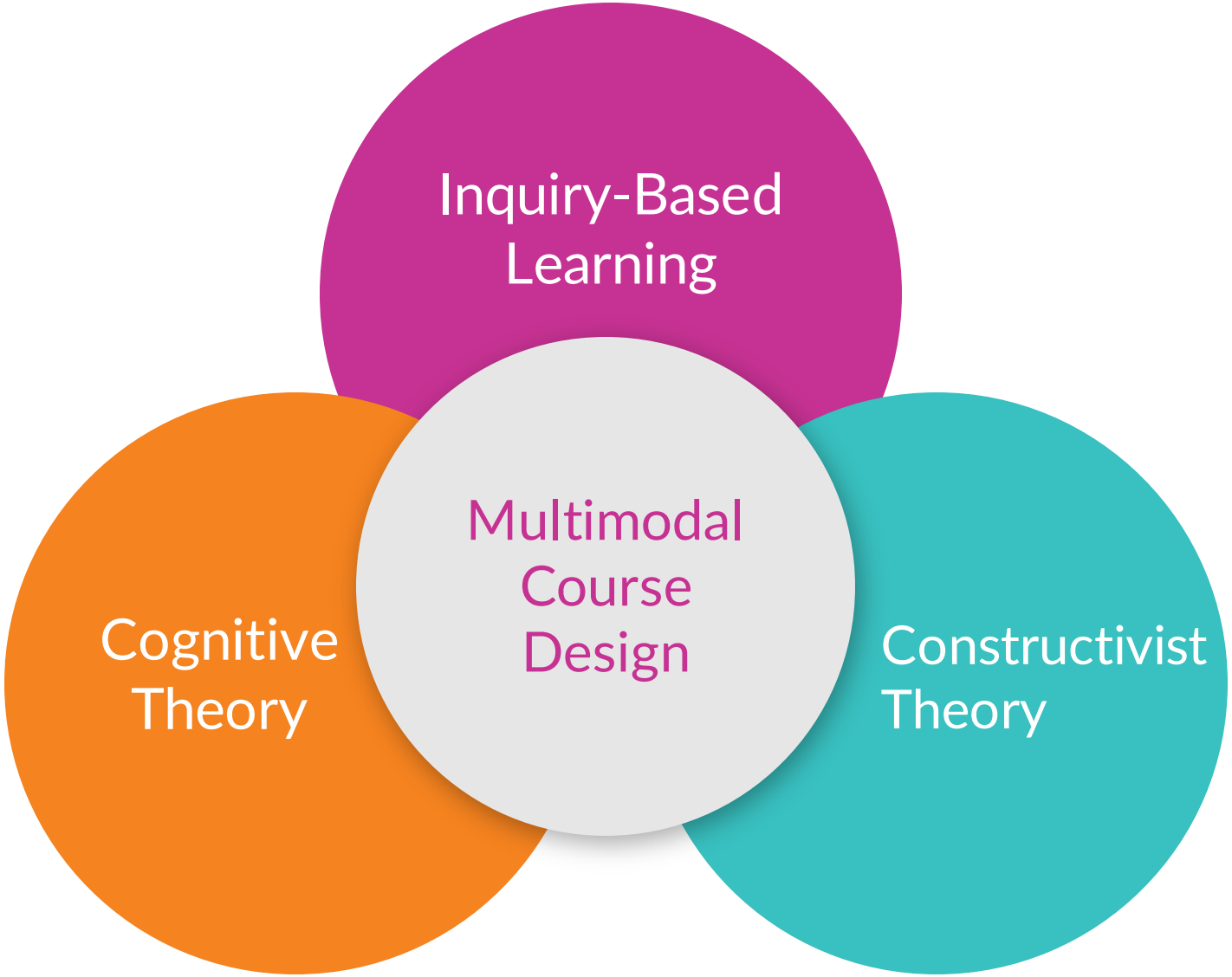
Research-Based Course Design

incorporates learning theories



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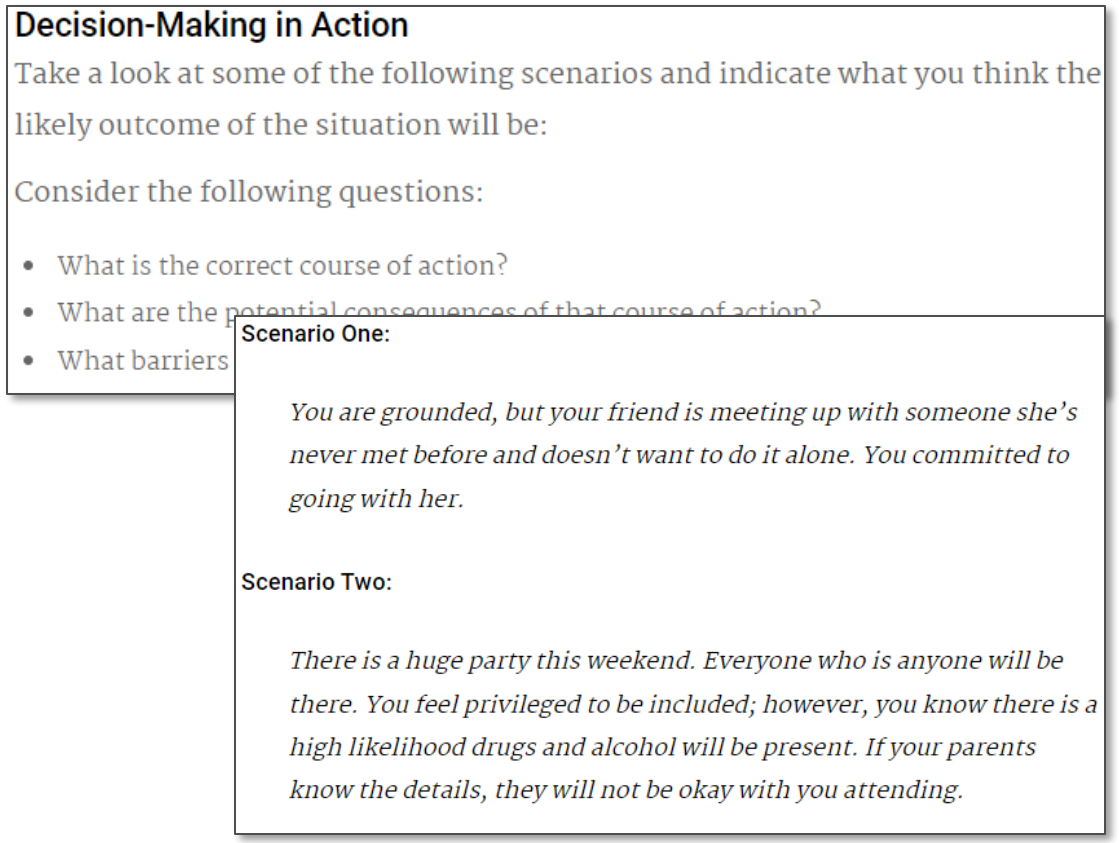
Design Highlights

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:

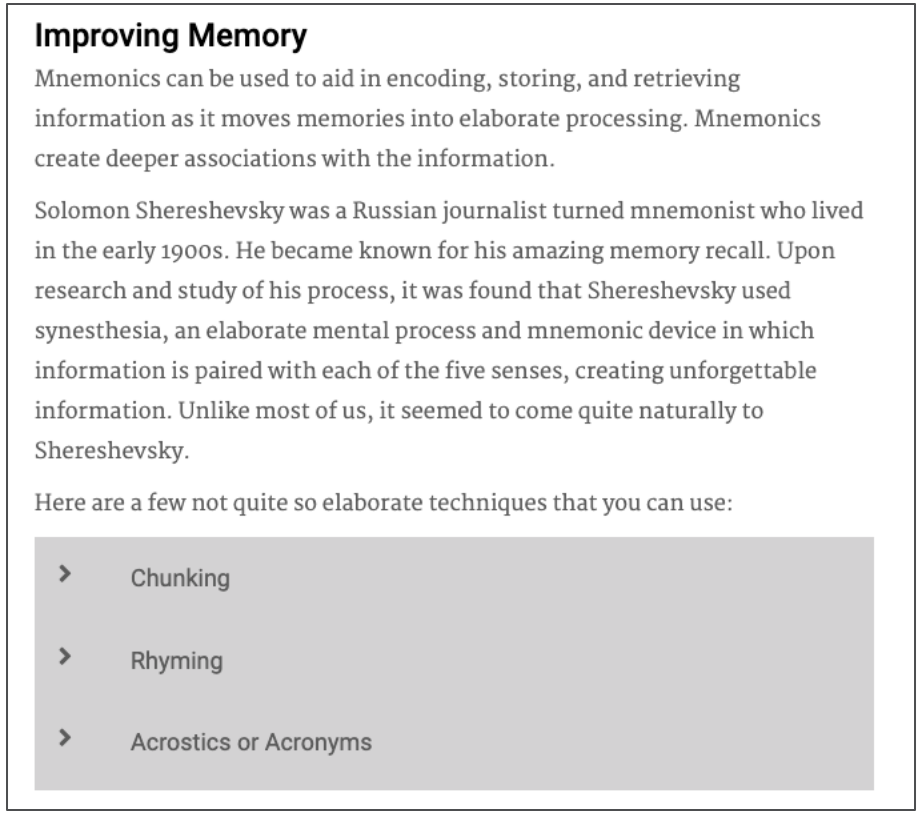
- What is the correct course of action?
- What are the potential consequences of that course of action?
- What barriers

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

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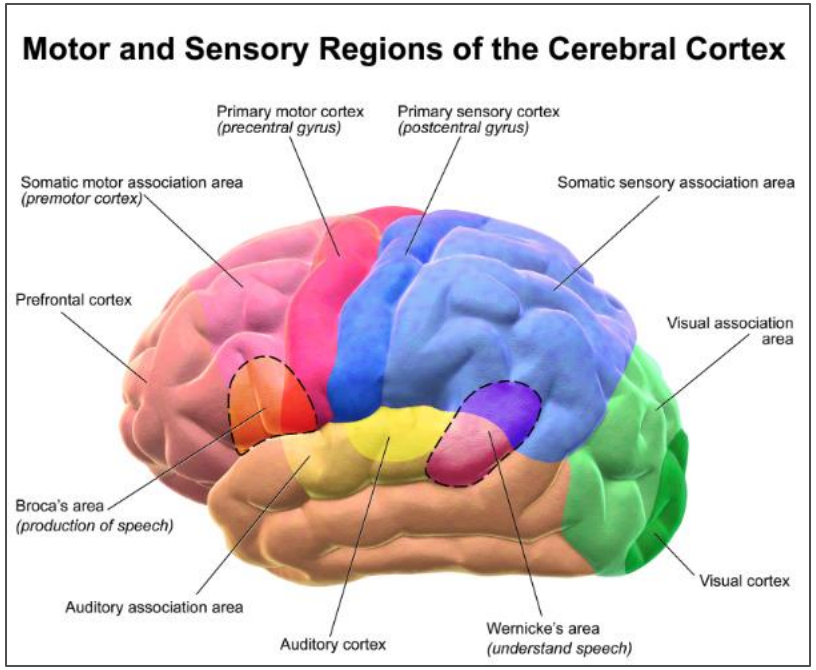
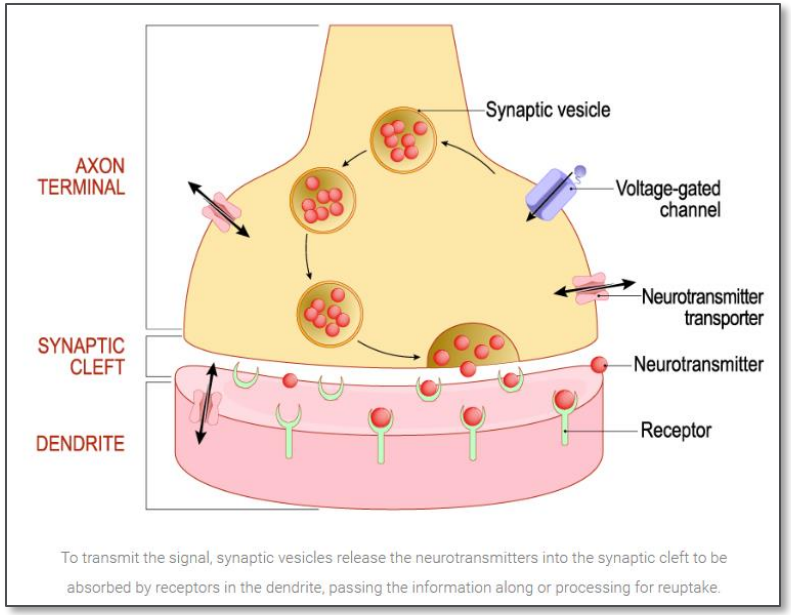
Design Highlights

Facilitates Cognitive Processing of Information

Compelling visuals

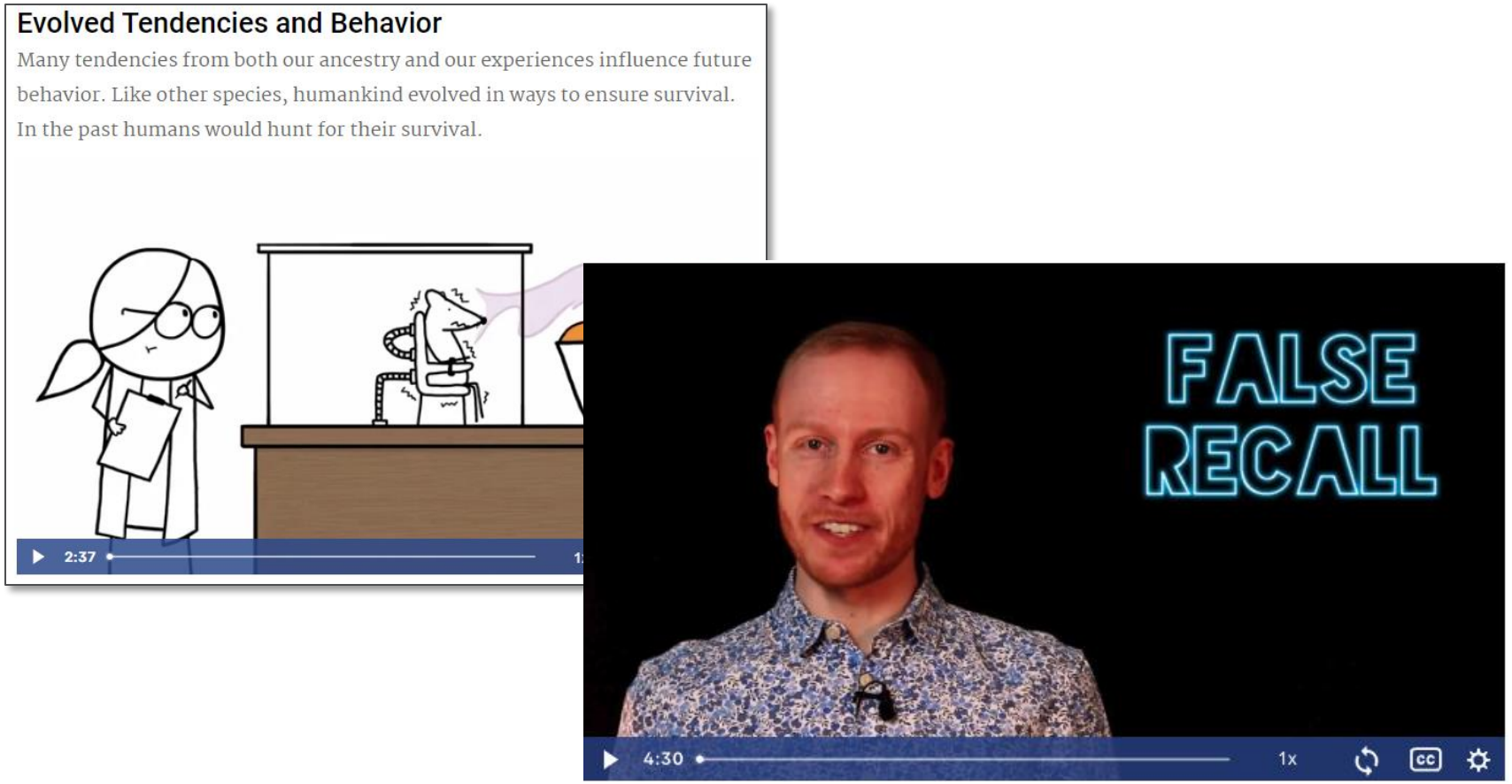




Design Highlights

Features that support cognitive processing of information

Videos bring content to life and include closed captioning



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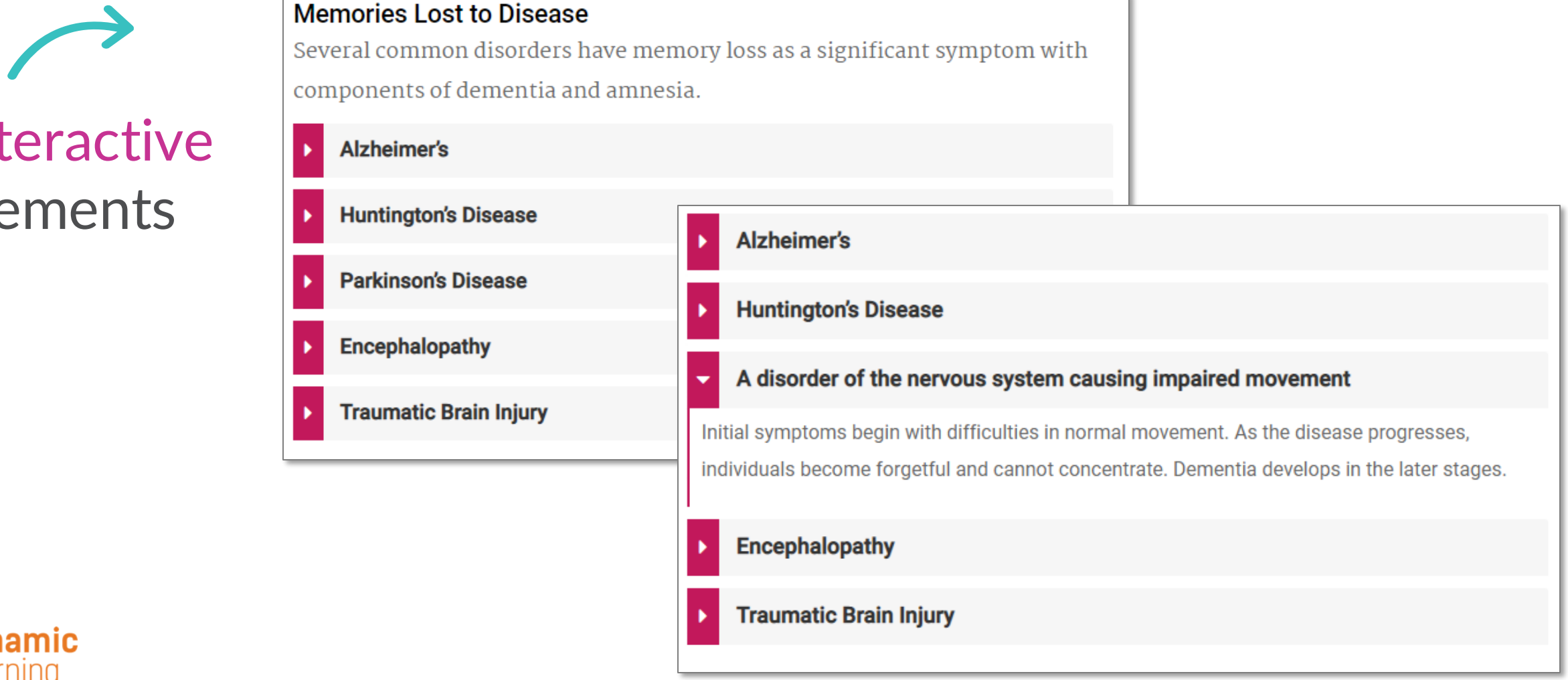
Design Highlights

Features that engage learners and provide agency

Interactive Elements



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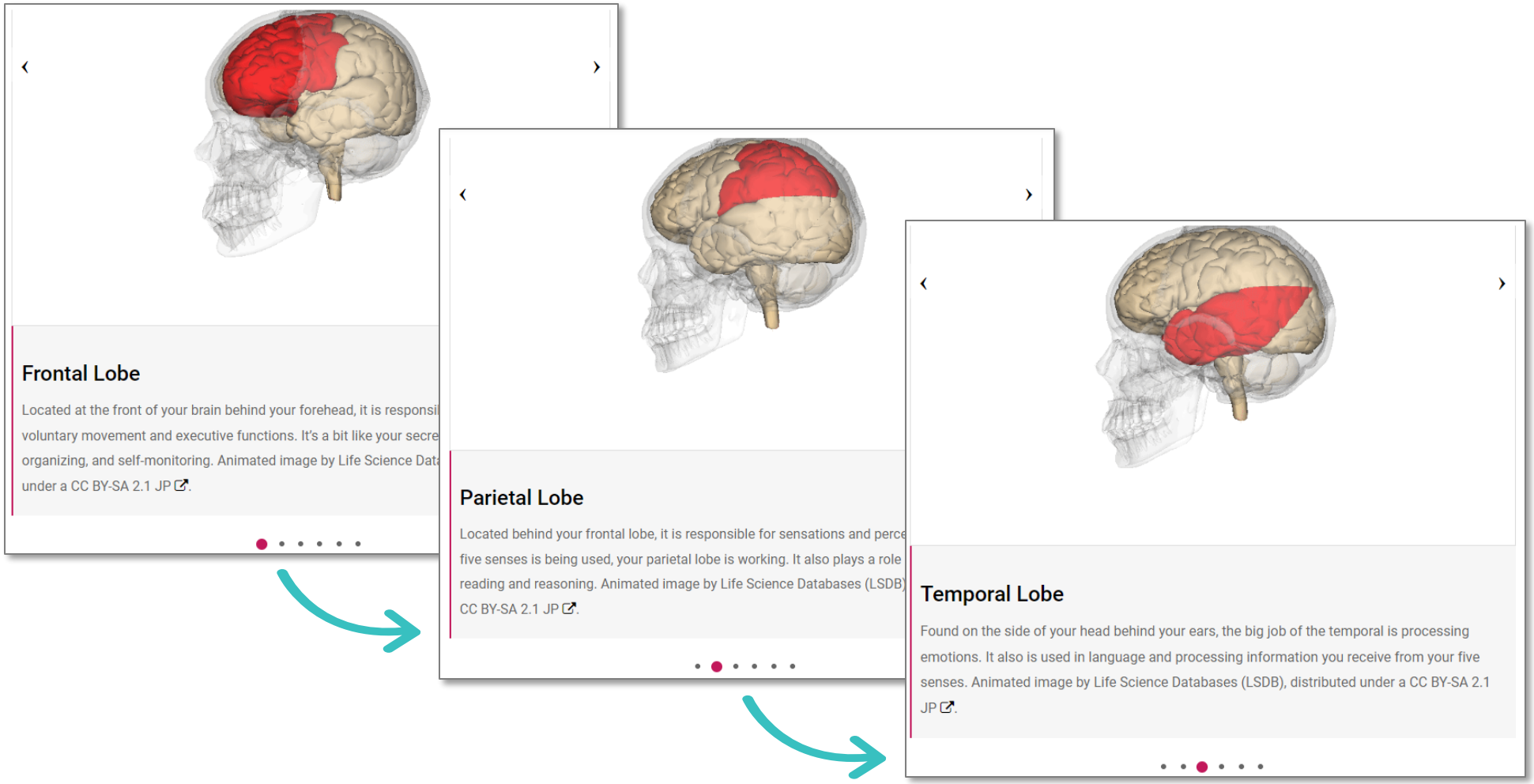
Design Highlights

Features that engage learners and provide agency

Interactive Elements



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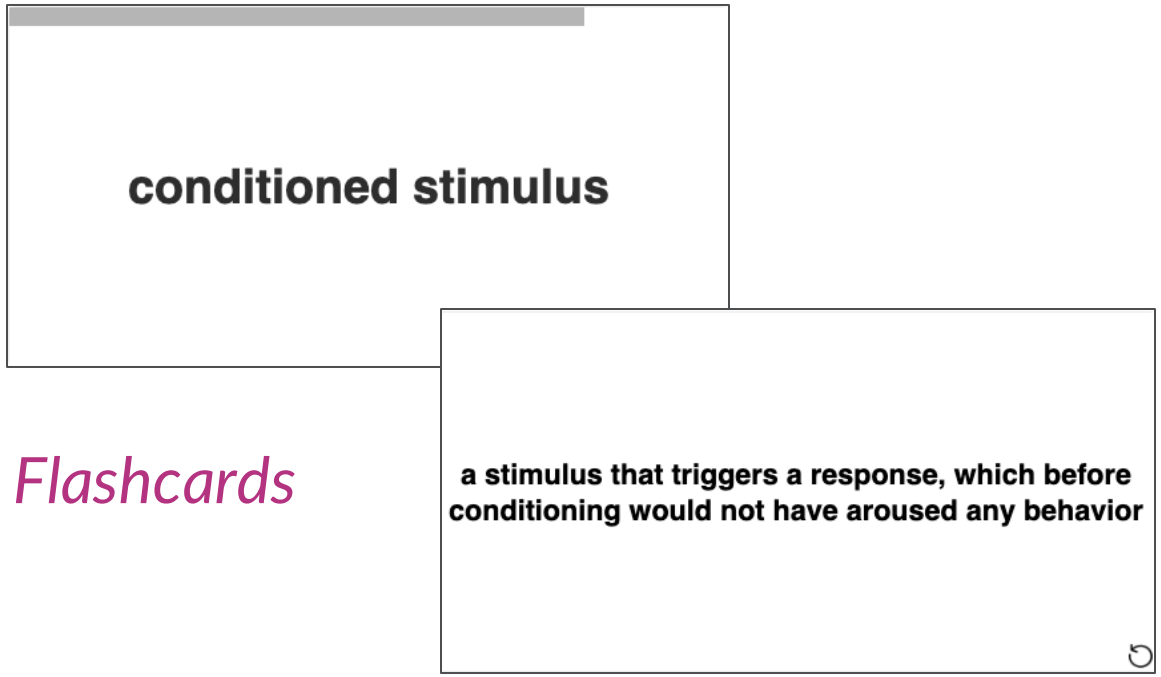
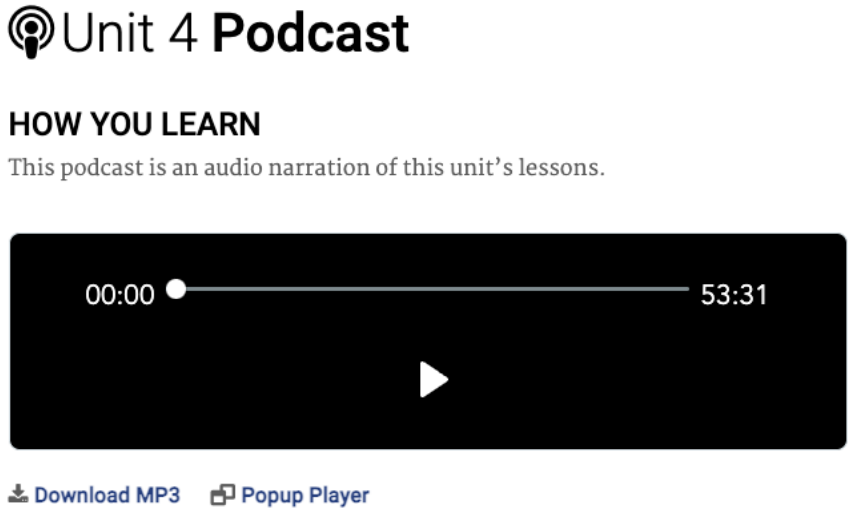
Design Highlights

Assists with Cognitive Processing



Flashcards



Podcasts

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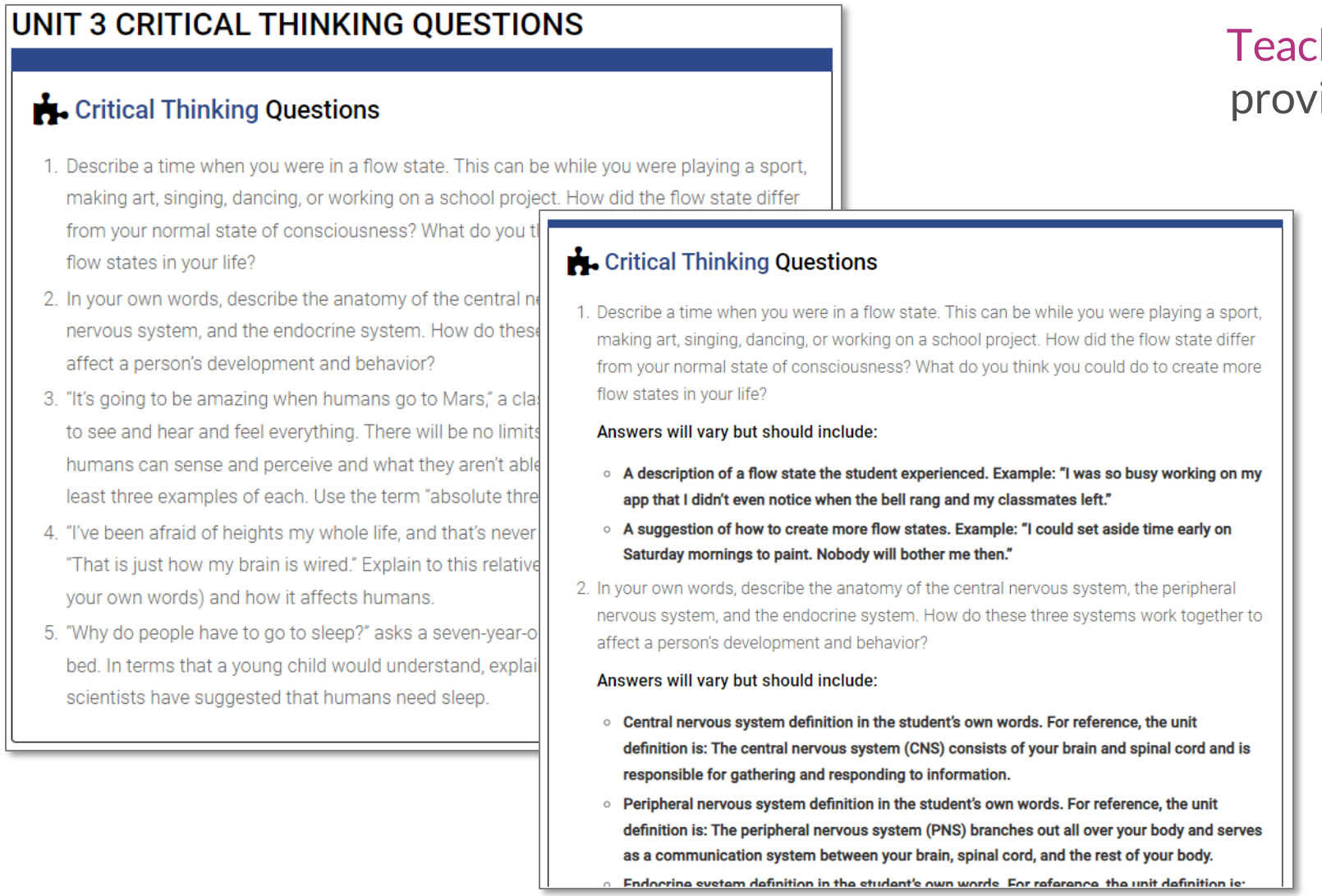
Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Critical Thinking Questions

Five (5) in every Unit



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 t
flow states in your life?
2. In your own words, describe the anatomy of the central n
nervous system, and the endocrine system. How do these
affect a person's development and behavior?
3. "It's going to be amazing when humans go to Mars," a cla
to see and hear and feel everything. There will be no limit
humans can sense and perceive and what they aren't able
least three examples of each. Use the term "absolute thre
4. "I've been afraid of heights my whole life, and that's never
"That is just how my brain is wired." Explain to this relative
your own words) and how it affects humans.
5. "Why do people have to go to sleep?" asks a seven-year-o
bed. In terms that a young child would understand, explai
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:**

Teacher Resources provide Suggested Answers

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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

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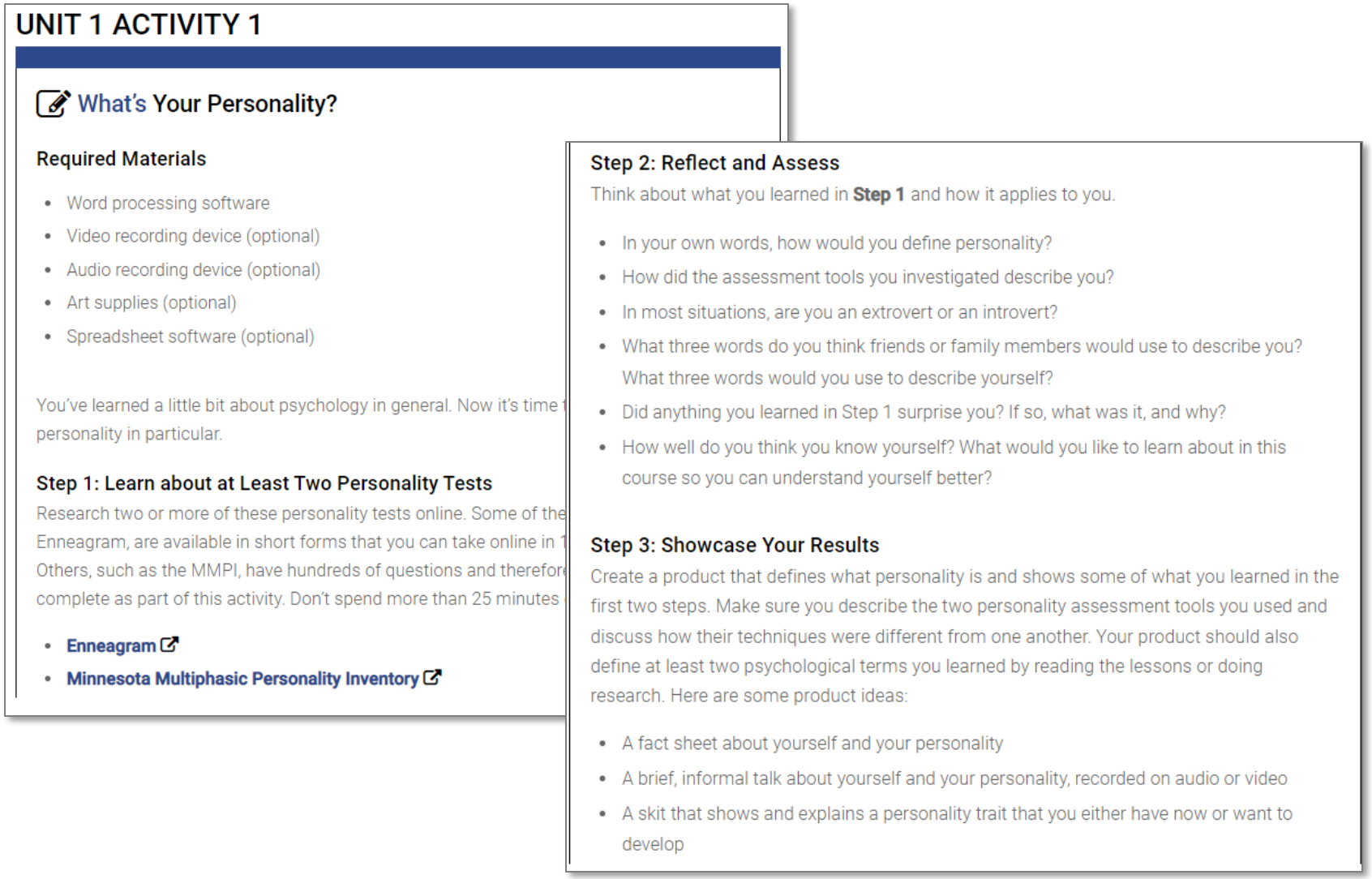
Assessment Opportunities

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 t
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 1
Others, such as the MMPI, have hundreds of questions and therefor
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

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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.

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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.

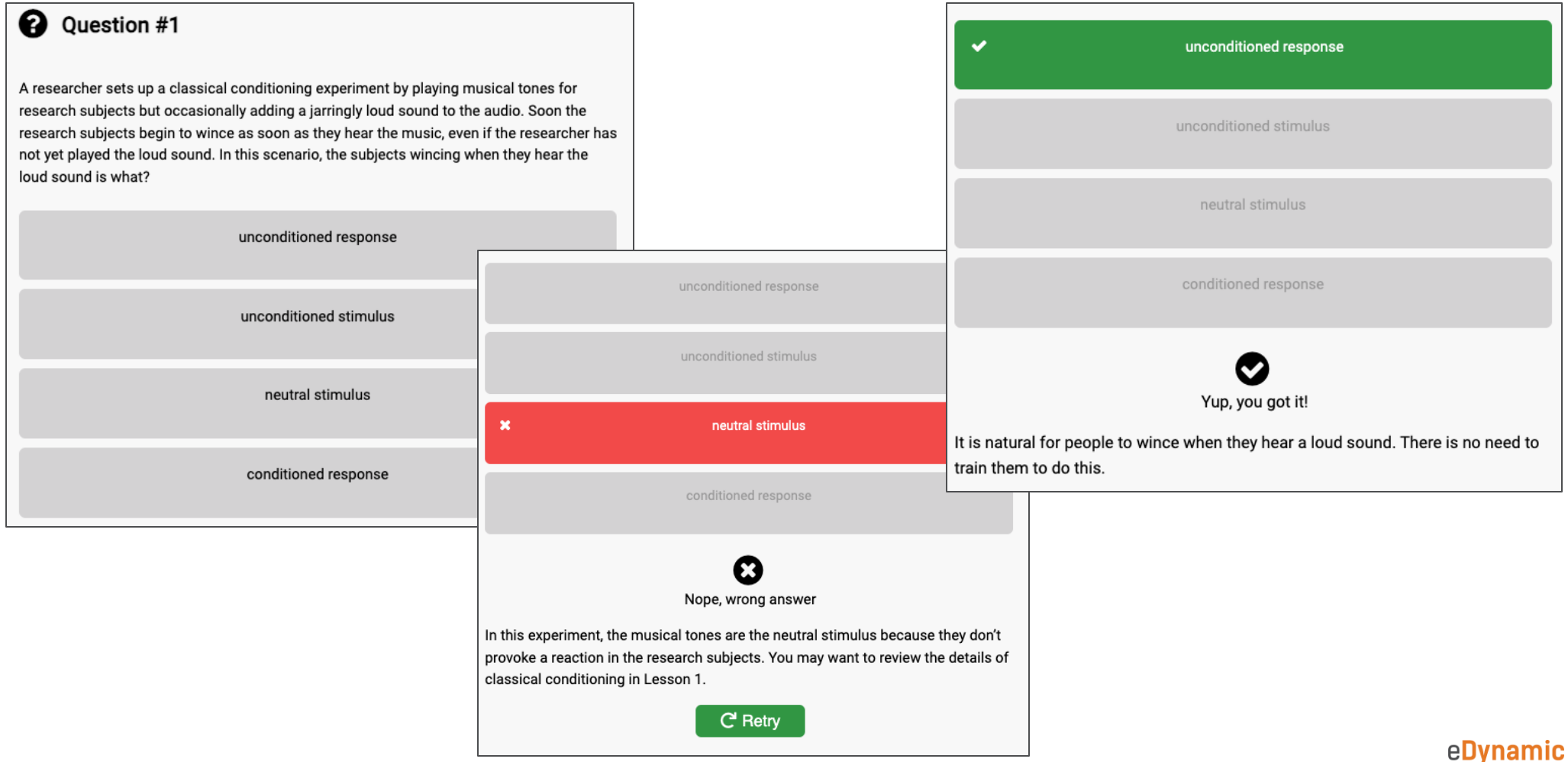
Assessment Opportunities

Test Your Knowledge facilitates practice

Test Your Knowledge Questions

Self Assessment Questions

Low-Stakes Ungraded



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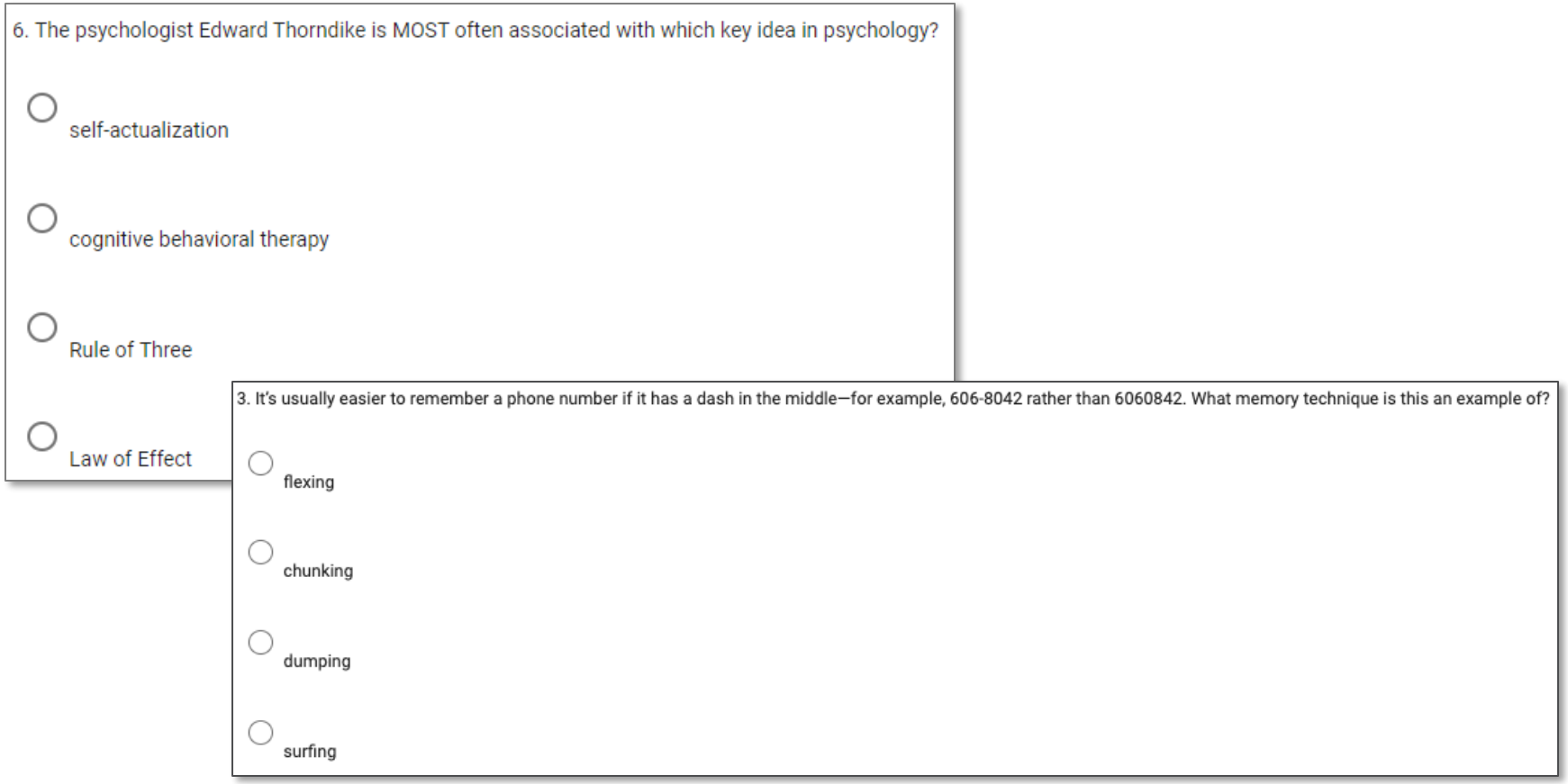
Assessment Opportunities

Various assessment opportunities facilitate demonstration of knowledge

Unit Quizzes, Midterm, Final Exams provide machine – graded summative assessment

Randomized to ensure academic honesty



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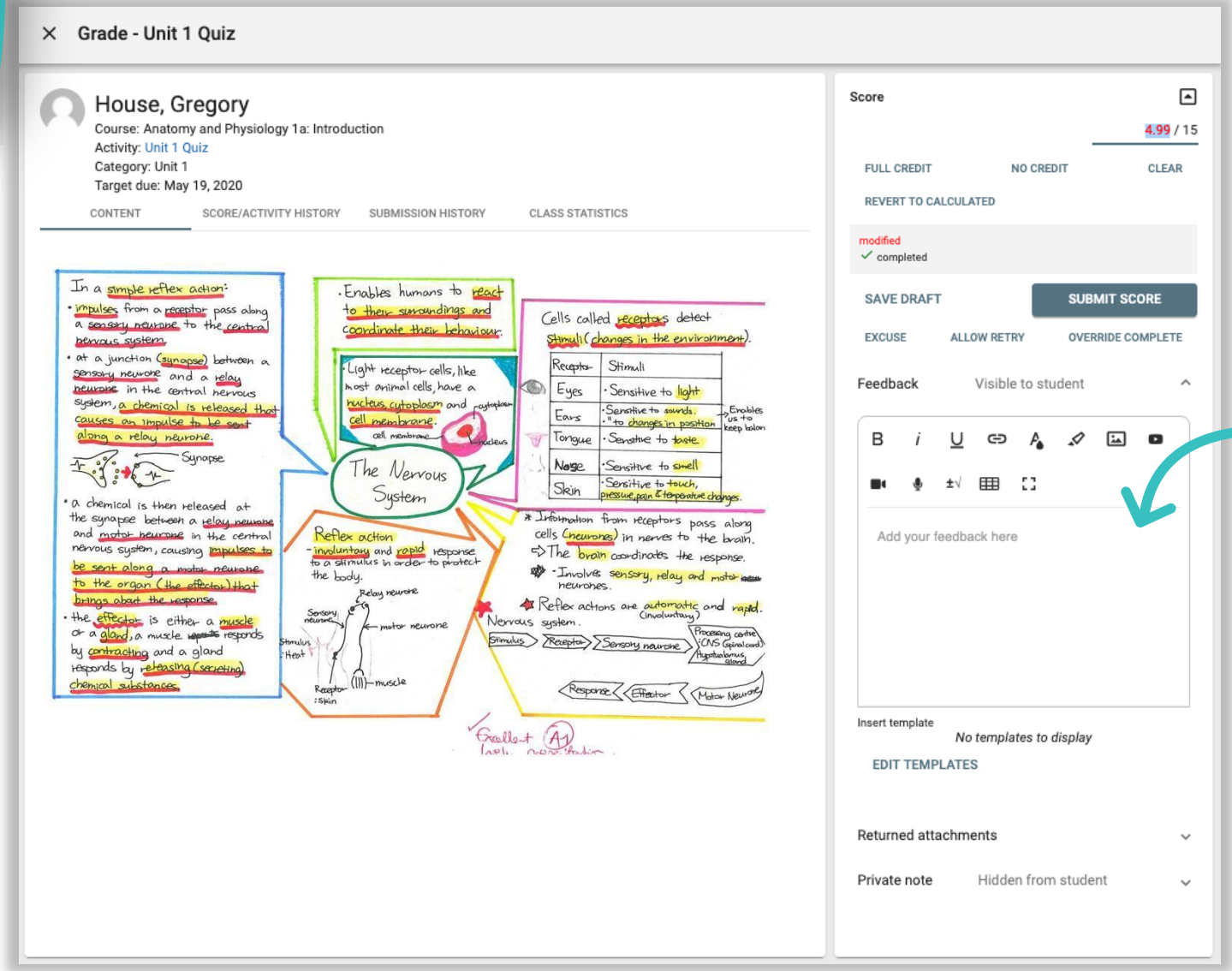
Individual

Teacher Feedback

Personalizes learning experiences



Provide Formative Feedback to Students

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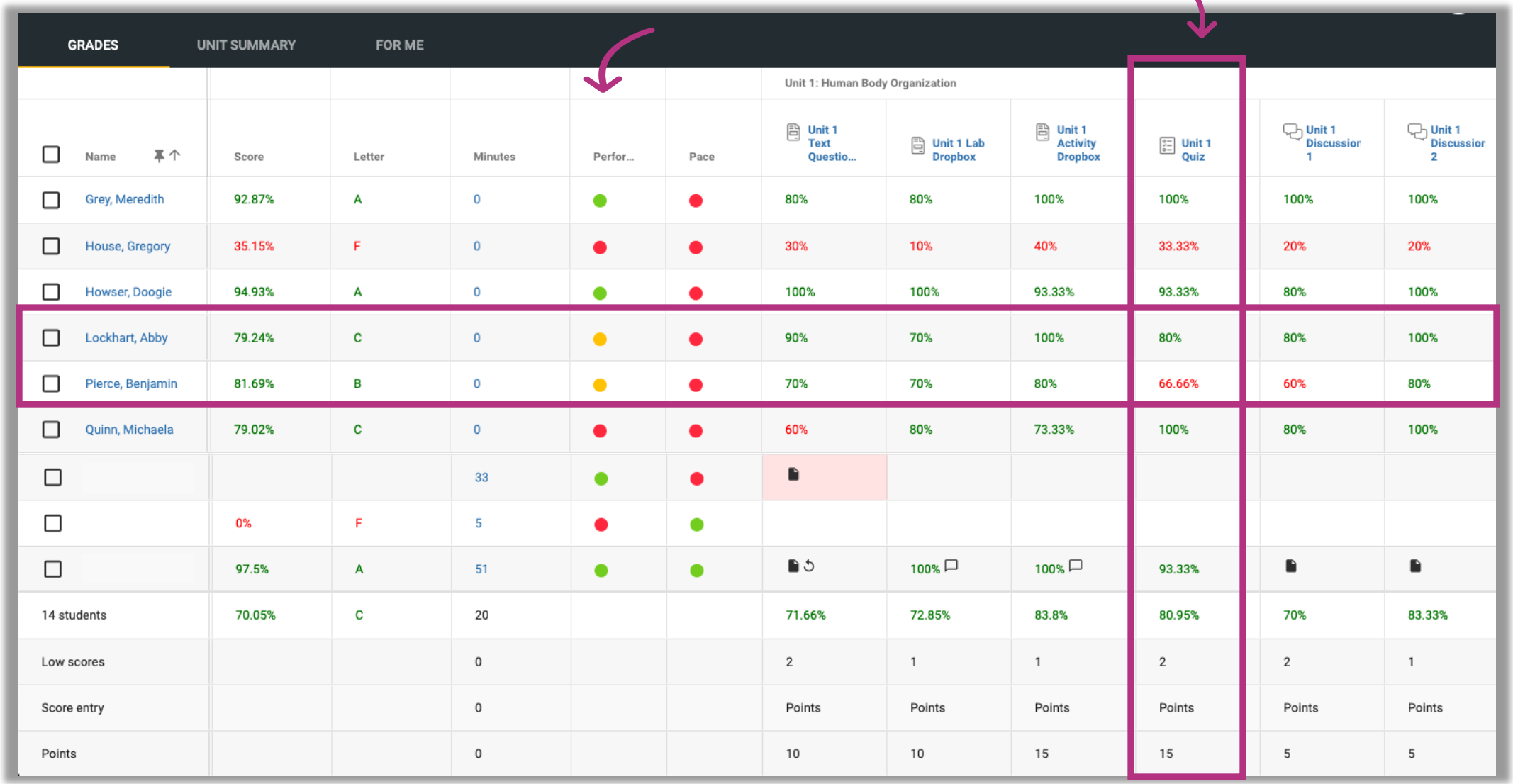
Gradebook Reporting

Gauge student progress



GRADES | UNIT SUMMARY | FOR ME

	Name	Score	Letter	Minutes	Perfor...	Pace	Unit 1: Human Body Organization					
							Unit 1 Text Questio...	Unit 1 Lab Dropbox	Unit 1 Activity Dropbox	Unit 1 Quiz	Unit 1 Discussion 1	Unit 1 Discussion 2
☐	Grey, Meredith	92.87%	A	0	●	●	80%	80%	100%	100%	100%	100%
☐	House, Gregory	35.15%	F	0	●	●	30%	10%	40%	33.33%	20%	20%
☐	Howser, Doogie	94.93%	A	0	●	●	100%	100%	93.33%	93.33%	80%	100%
☐	Lockhart, Abby	79.24%	C	0	●	●	90%	70%	100%	80%	80%	100%
☐	Pierce, Benjamin	81.69%	B	0	●	●	70%	70%	80%	66.66%	60%	80%
☐	Quinn, Michaela	79.02%	C	0	●	●	60%	80%	73.33%	100%	80%	100%
☐				33	●	●						
☐		0%	F	5	●	●						
☐		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

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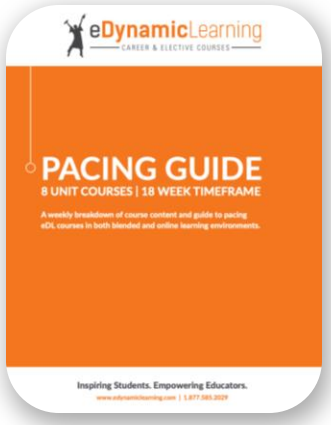
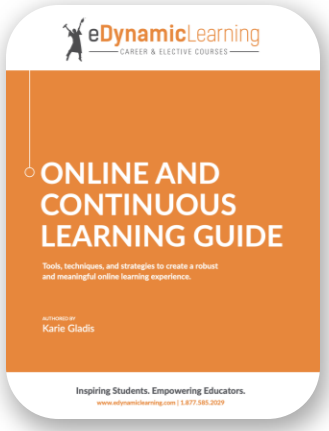
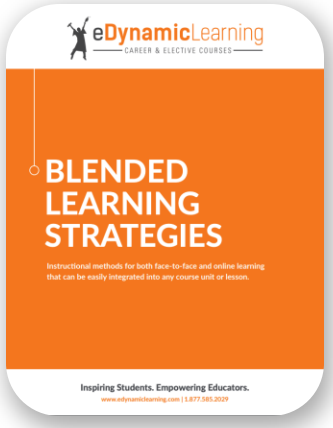
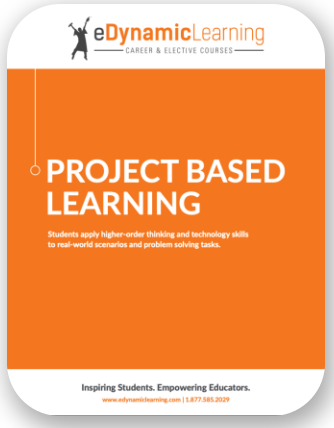
Rich Teacher Resources

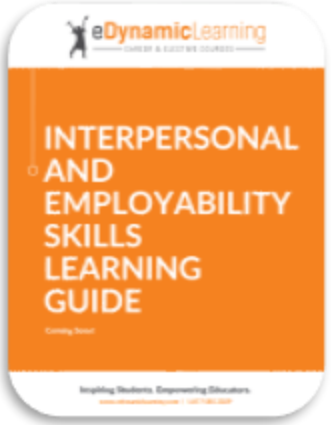
Resources that support implementation











Also provided:

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

Rich Teacher Resources

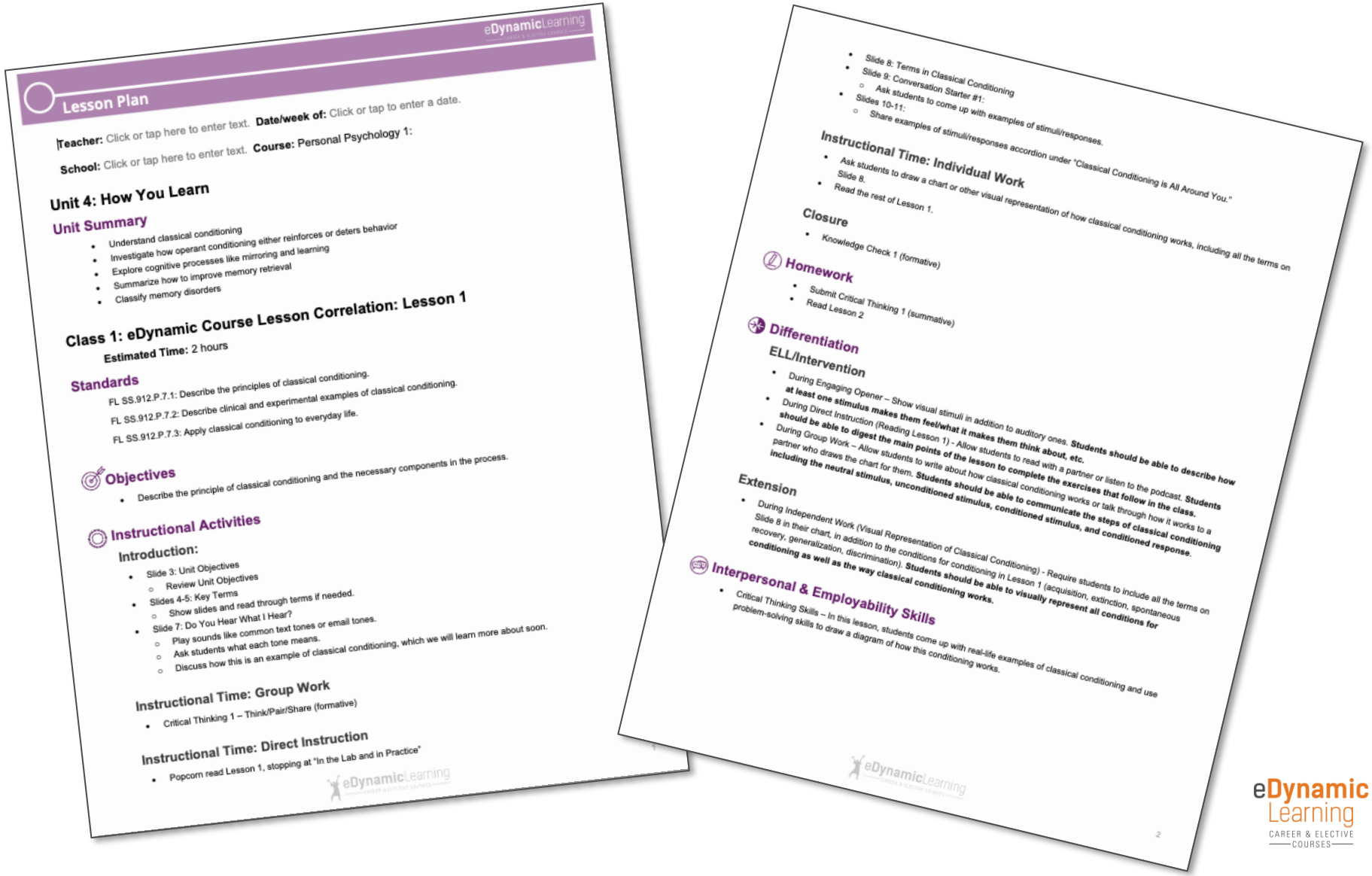
Lesson Plans will be available summer 2023

Lesson Plans provide -

Direct instruction

- Instructional activities

- Differentiation strategies



Lesson Plan

Teacher: Click or tap here to enter text. **Date/week of:** 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 either reinforces or deters behavior
- Explore cognitive processes like mirroring and learning
- Summarize how to improve memory retrieval
- Classify memory disorders

Class 1: eDynamic Course Lesson Correlation: Lesson 1

Estimated Time: 2 hours

Standards

FL SS.912.P.7.1: Describe the principles of classical conditioning.

FL SS.912.P.7.2: Describe clinical and experimental examples of classical conditioning.

FL SS.912.P.7.3: Apply classical conditioning to everyday life.

Objectives

- Describe the principle of classical conditioning and the necessary components in the process.

Instructional Activities

Introduction:

- Slide 3: Unit Objectives
  - Review Unit Objectives
- Slides 4-5: Key Terms
  - Show slides and read through terms if needed.
- Slide 7: Do You Hear What I Hear?
  - Play sounds like common text tones or email tones.
  - Ask students what each tone 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

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

- Slide 8: Terms in Classical Conditioning
- Slide 9: Conversation Starter #1:
  - Ask students to come up with examples of stimuli/responses.
- Slides 10-11:
  - Share examples of stimuli/responses accordion under "Classical Conditioning is All Around You."

Instructional Time: Individual Work

- Ask students to draw a chart or other visual representation of how classical conditioning works, including all the terms on Slide 8.
- Read the rest of Lesson 1.

Closure

- Knowledge Check 1 (formative)

Homework

- Submit Critical Thinking 1 (summative)
- Read Lesson 2

Differentiation

ELL/Intervention

- During Engaging Opener – Show visual stimuli in addition to auditory ones. **Students should be able to describe how at least one stimulus makes them feel/what it makes them think about, etc.**
- During Direct Instruction (Reading Lesson 1) - Allow students to read with a partner or listen to the podcast. **Students should be able to digest the main points of the lesson to complete the exercises that follow in the class.**
- During Group Work – Allow students to write about how classical conditioning works or talk through how it works to a partner who draws the chart for them. **Students should be able to communicate the steps of classical conditioning including the neutral stimulus, unconditioned stimulus, conditioned stimulus, and conditioned response.**

Extension

- During Independent Work (Visual Representation of Classical Conditioning) - Require students to include all the terms on Slide 8 in their chart, in addition to the conditions for conditioning in Lesson 1 (acquisition, extinction, spontaneous recovery, generalization, discrimination). **Students should be able to visually represent all conditions for conditioning as well as the way classical conditioning works.**

Interpersonal & Employability Skills

- Critical Thinking Skills – In this lesson, students come up with real-life examples of classical conditioning and use problem-solving skills to draw a diagram of how this conditioning works.

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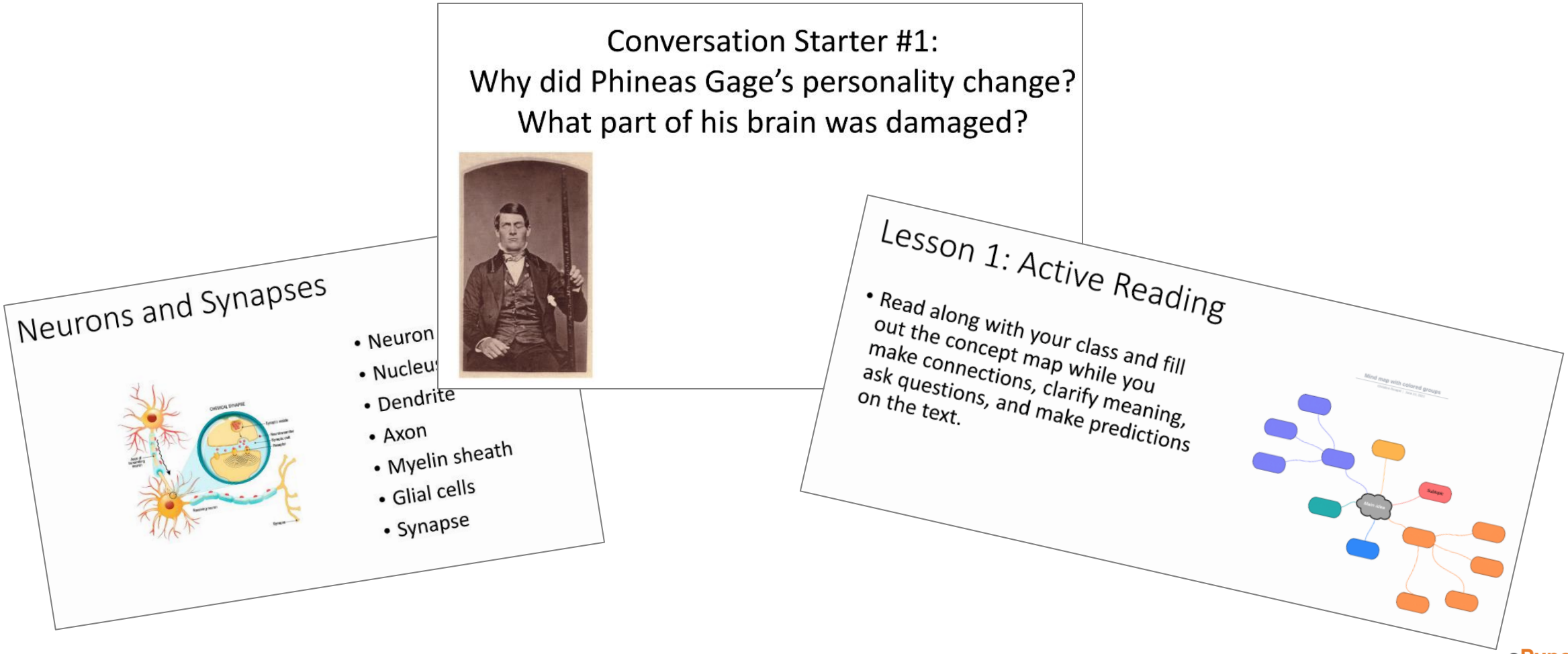
Rich Teacher Resources

Slides will be available summer 2023



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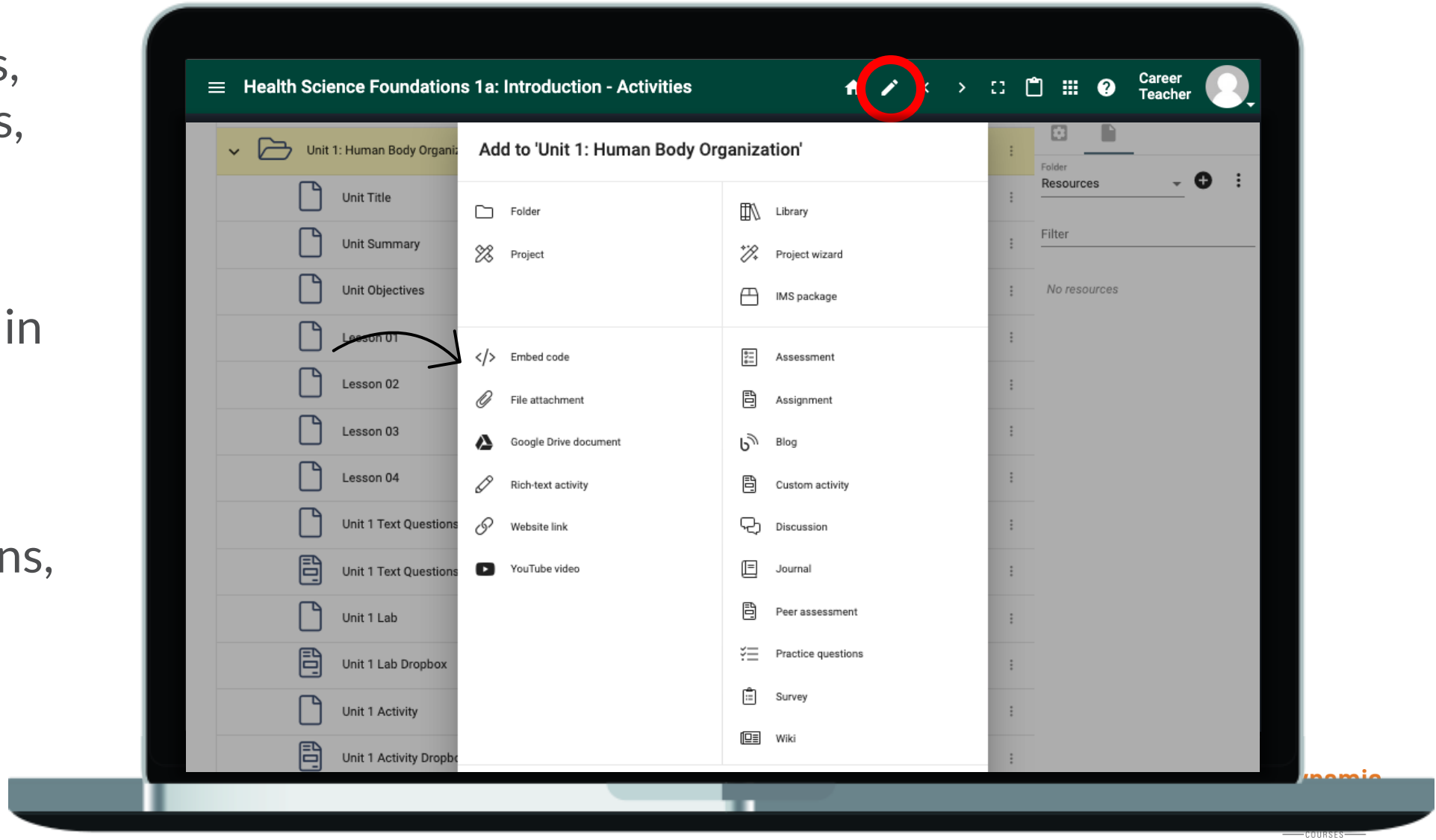
Customization & Integration Features

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

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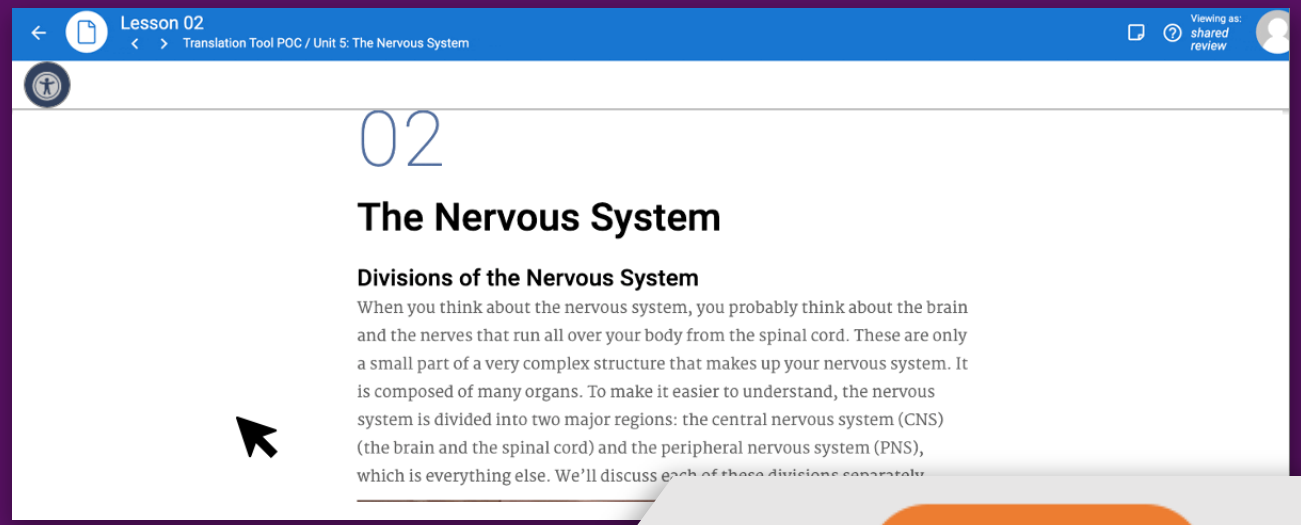
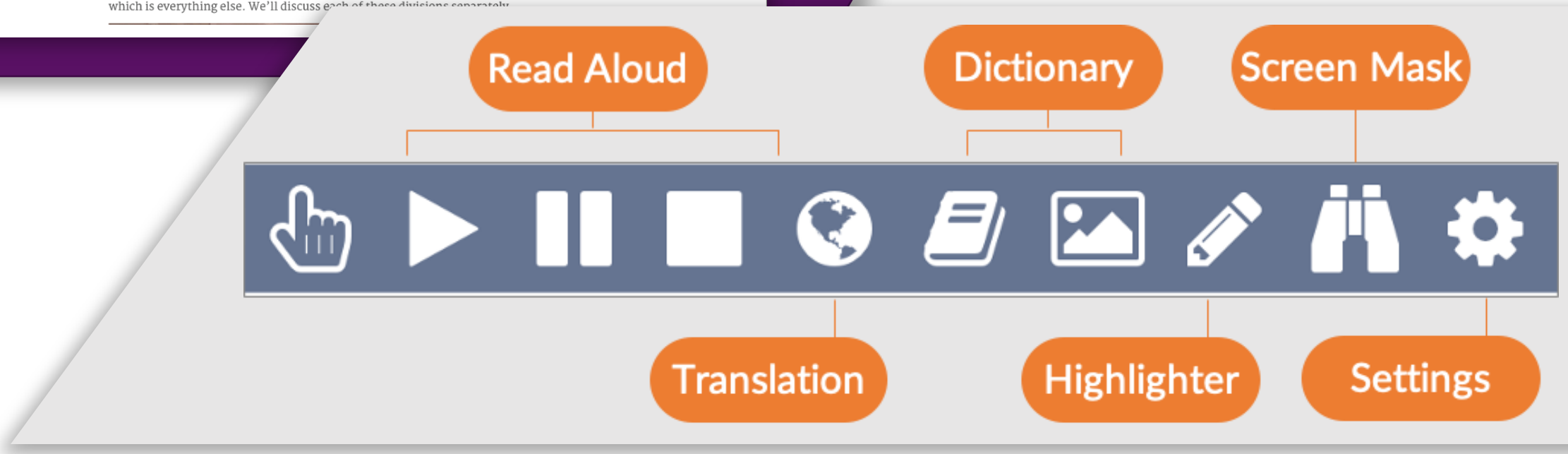
Accessibility Features to Support 508 Requirements

Literacy & ELL Support tools breakdown language barriers

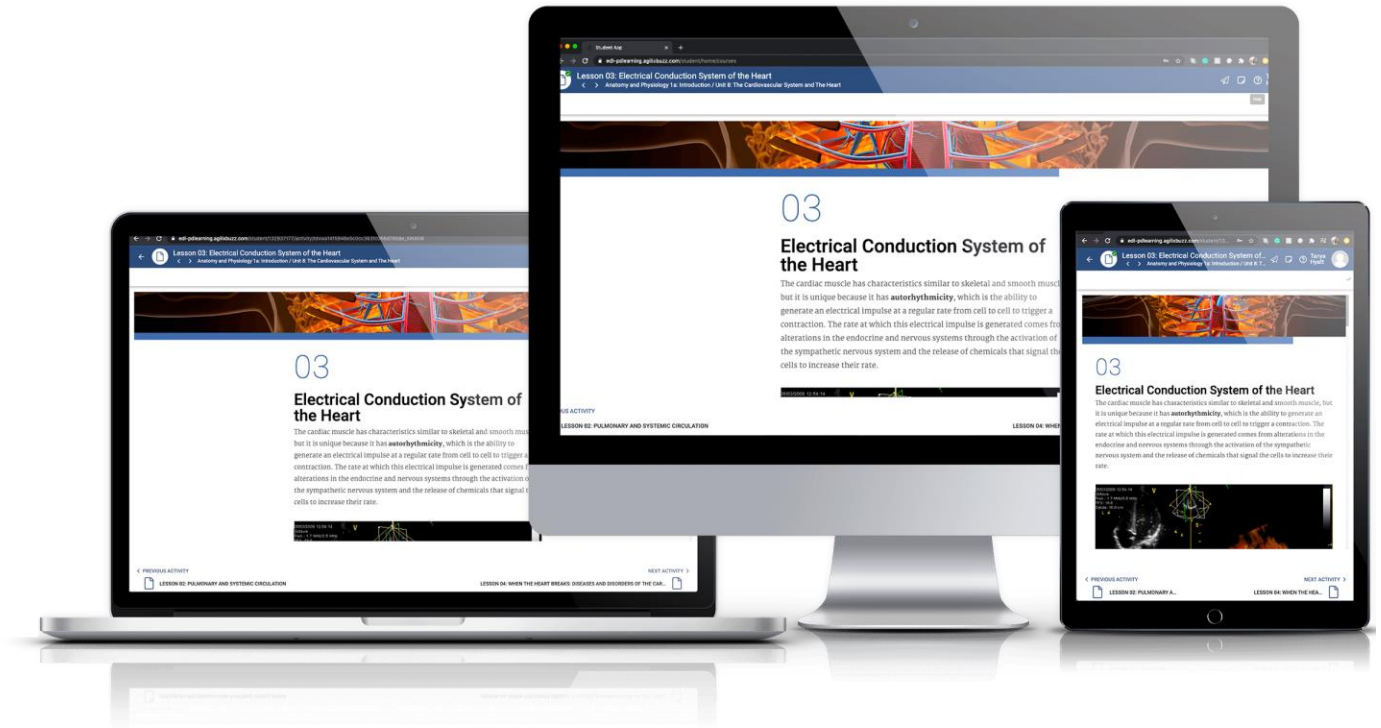




Accessible to All Learners

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

WCAG
Version 2.0, Level AA



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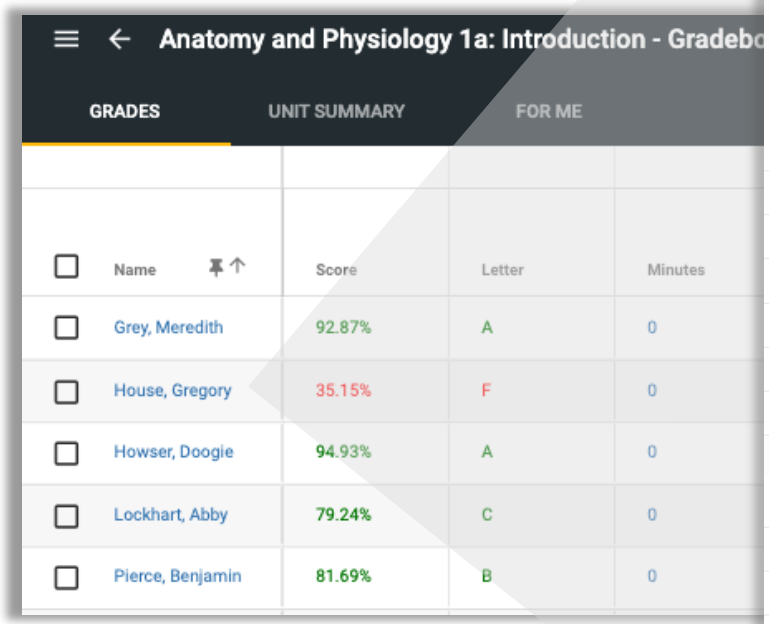
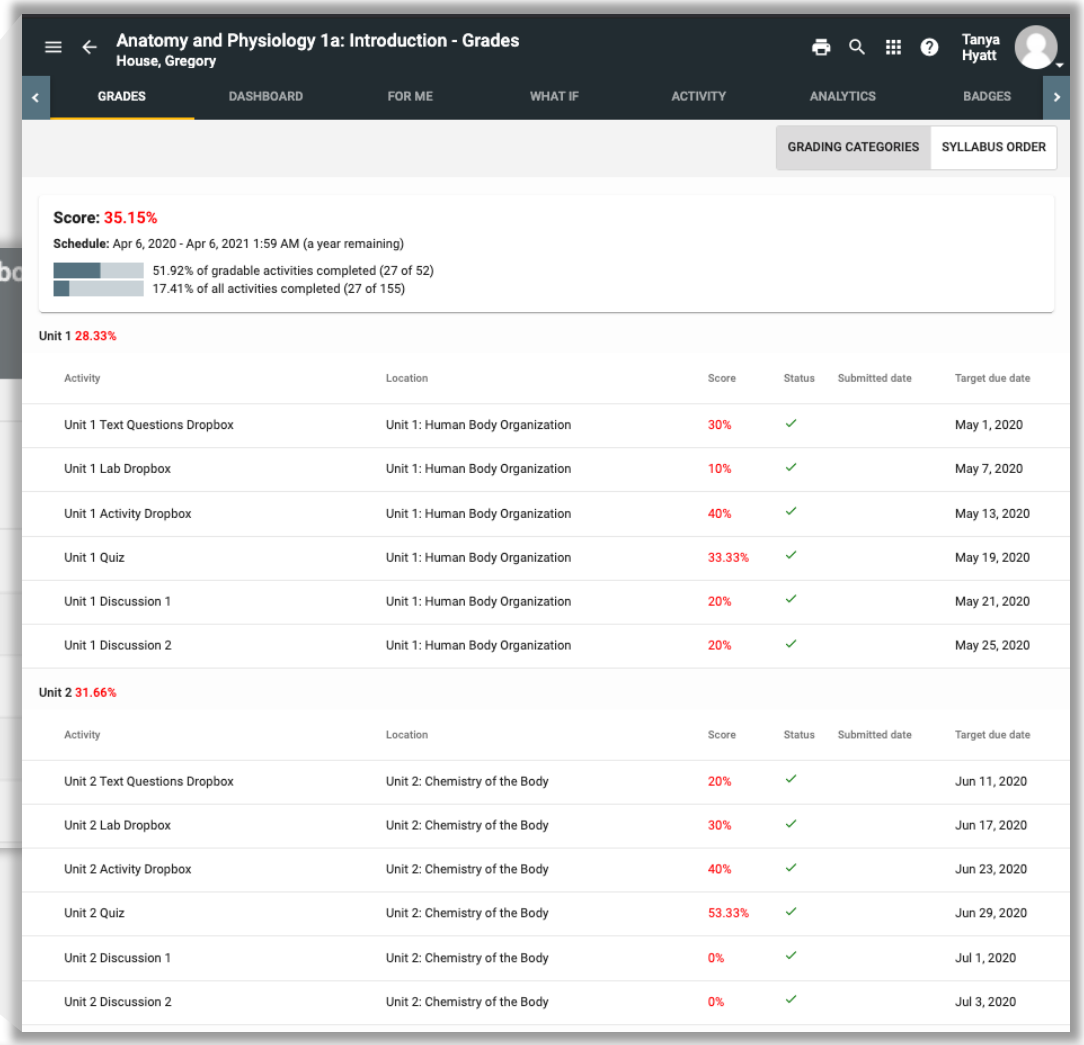
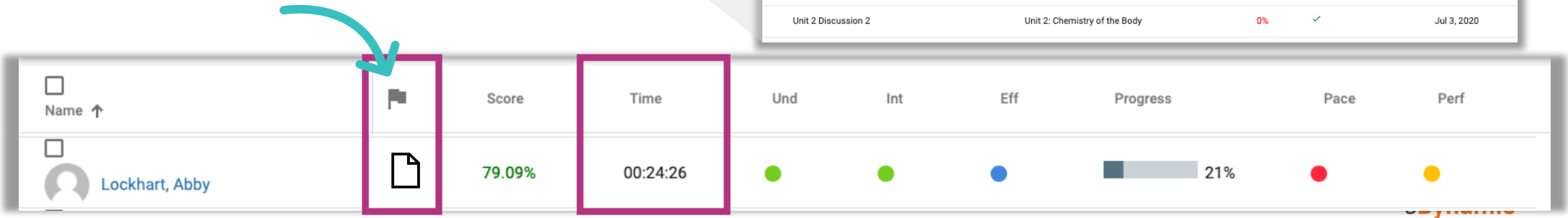
Supports Accommodations

Ideal for IEPs, 504 Plans, & Acceleration





Listed accommodations for student



Learning
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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)

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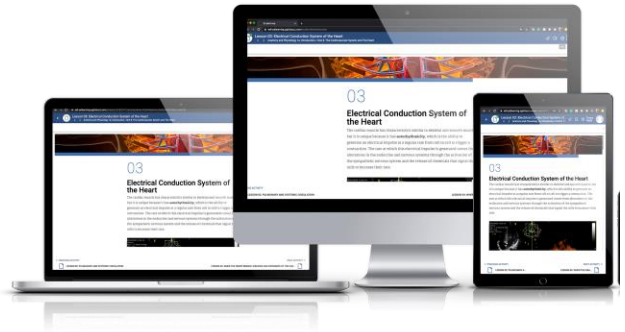
Summary of Personal Psychology

Device & Browser Agnostic



Platform Flexibility

D2L Brightspace

schoology

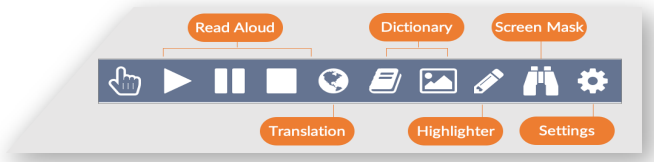
AGILIX Buzz

canvas

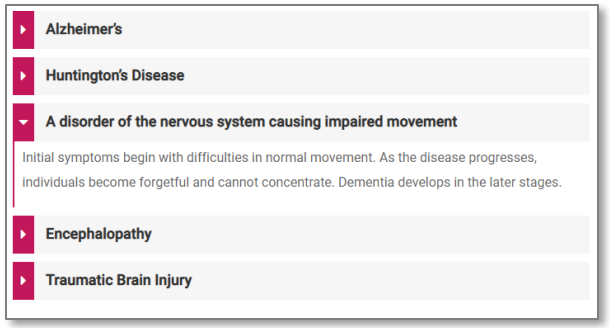
Blackboard

moodle

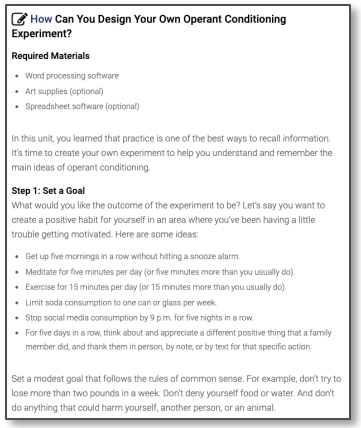
Accessibility



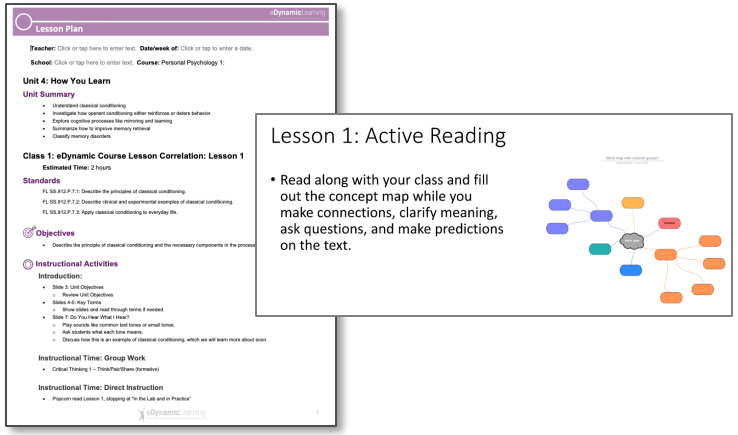
Interactivity



Assessments



Teacher Resources



PD Training

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Your Questions Answered!