



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: **Science**

COURSE: **Discovery Science**

Curriculum Development Timeline

School: Ocean Township High School

Course: Discovery Science

Department: Science

Board Approval	Supervisor	Notes
July 2013	Patrick Sullivan	Born Date
December 2017	Patrick Sullivan	Update Standards
August 2018	Patrick Sullivan	Revisions
August 2019	Patrick Sullivan	Review
August 2022	Patrick Sullivan	Alignment to Standards
August 2024	Patrick Sullivan	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Character/Core Values	11	The Power of Energy/Truth
2	Goal Setting	12	Changing State or Energy
3	Routines & Habits	13	Emotions
4	The Power of Action - Goal Setting	14	Energy & The Body
5	Leadership	15	The Science of Mindfulness
Week	Marking Period 2	Week	Marking Period 4
6	The Power of the Body	16	The Power of You - 7 Pillars of Life
7	Health/Nutrition	17	The Science of Relationships & Love
8	Health/Nutrition & Healing	18	Who Am I Now?
9	The Senses	19	Living your Best Life - Your Proposal
10	Alterations of Reality/ Illusion/Mindset	20	Your Legacy

Climate Change: The Senses, Alterations of Reality/Illusion/Mindset (NJSL-S: HS-ESS3-1)

* Mondays will also be Mentor Mondays, where students will have guest presenters and speakers to share their knowledge within their specific passion or area of expertise. This will give students expert knowledge and advice in regards to specific information. Students will also engage in interview style questioning from guests. This will be formulated individually and collaborated between each student's "Think Team".

- Scientific research is also continuously expressed throughout the course with the presentation of current scientific articles by each student.
- Students also transition into group collaboration, creation of their own groups, and leadership throughout the semester.

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Core Instructional & Supplemental Materials including various levels of Texts

There is no formal textbook for Discovery Science.

These are sources of information where lessons and activities have been collected from:

- Tony Robbins Training - Unleash the Power Within and correlating workbook: www.tonyrobbins.com/resources
- Human Needs: <https://six-human-needs-test.herokuapp.com/>
<https://cloemadanes.com/2016/10/12/the-6-human-needs-for-fulfillment/>
- Trainings and Information for Beliefs and Values: <http://keithkochner.com/>
- Planner Worksheets and Law of Attraction Tools: <https://manifestationplanner.com/main-productpage>
- Mindful Information and Tools - certification through this course and curriculum: <https://www.mindfulschools.org/>
- Articles and Research: <https://www.psychologytoday.com/>
- Emotional Guide: <https://www.discoveringpeace.com/the-abraham-hicks-emotional-guidance-scale.html>
- Practical Psychology

Time Frame	2 Weeks
Topic	
What is this course, Discovery Science? Character/Team Building You Are The Case Study Goal Setting	
Alignment to Standards	
HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability and aesthetics, as well as possible social, cultural and environmental impacts. • Design investigations, collect evidence, analyze data and evaluate evidence to determine measures of central tendencies, causal/correlational relationships and	

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anomalous data.

- Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions and small-group work.
- Represent ideas using literal representations, such as graphs, tables, journals, concept maps and diagrams.

Learning Objectives and Activities

Learning Objectives:

- What is character? What are characteristics?
- What is judgement and how does this impact our perception and influence our reality?
- How do you identify yourself?
- What is the science behind success?
- Why are motivation, determination and focus key factors within one's measurable success?
- Why do writing and speaking count as action?
- How is reflection an important part of growth?
- How can humans become balanced between thinking, planning and action?
- How does your character impact different environments? How does this define your role?
- How do you begin to understand the concept of discovery?
- How can we prove science is everywhere?
- Why are humans different when compared to other species?
- What does it mean to be unbiased? Why is this important within the science community?
- Science is proven through repetitive experimentation, which can lead to the formation of a theory.
- Society is controlled by morals and governed by law.
- The character of an individual is how they identify with the world and how the world perceives them.
- Quantum physics is the scientific proof behind mindfulness.
- Goals provide guidelines for a plan of action.
- Visualization is scientifically proven to blueprint new pathways within the mind.
- Mastery comes from repetitive modeling, immersion and spaced repetition.
- A person's identity is controlled by their viewpoints or opinions from a self to global scale.
- An individual is a single measured unit of a population.
- A team can only exist with multiple members who share a common goal of success or completion.

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Learning Activities:

- Understanding the concept of respect and how this impacts not only the individual's identification but also the impact one has within the community and on a global scale.
- Being guided to identify the self and the role one plays within the environment.
- Characteristics that enhance the quality of life are ideal and considered optimal.
- One must understand the role they are personally playing and enhance that in order to impact the community.
- Curiosity is a characteristic embodied by the best scientists.
- Team efforts are those that impact the community, which then compounds to impact the globe.
- Human ability to collect data and implement action based on collective conclusions separates us from other known species.
- Through discovery and other forms of applied sciences, new forms of understanding and scientific proof are developed.
- Experimentation involves case studies and collected prior knowledge.
- The scientific method is a concept we use actively within our lives.
- Error within experimentation leads to new ideas, concepts and themes for improvement within the selected hypotheses.
- Being open minded and unbiased are important characteristics to embody within a discovery based inquiry.
- The field of science offers explanation to the questions of life; mystery or unknown are terms used for areas where science has yet to prove or investigate.
- Evidence is used in order to formulate hypotheses, which are the basis of new scientific discoveries.
- Interviews - Students will be asked reflective questions about themselves, their perceptions and opinions on modern day topics.
- Open Analysis & Response to prompt questions, which are answered within their discovery portfolios. ****Portfolios provide all quantitative and qualitative data collected within the classroom****
- Self view and world view portraits/character reflection
- What Is Your Name? - create a personal logo
- Role In The World - identification write up
- Teach Us What You Love - presentation and collaborated activity
- Find Your Passion assignment
- How to complete a weekly planner, goal sheet and life blueprint:
 - How to set goals in the proper format
 - Commitment and dedication to one's practice
 - Participation in discussion
 - Ability to construct blueprint and plan of action
 - Ability to write life or mission statement
 - Application of visualization throughout the day

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- Guided check ins and reflective analysis throughout the day
- Monitoring of goals and accomplishments
- Development of new routine to implement for remainder of semester
- Greatness Epidemic Lecture
- Movie: "I Am" or "The Secret"
- Development Of Life Statement
- The Dickens Process: Limiting Beliefs - rewriting of stories
- Vision Board : A Day In The Life
 - Wheel of Life
 - 3 Pillars to Progress
- Development of Strategies
- Eliciting a Strategy
- Importance of Order and Sequence - completion of strategy plan
- Mastery Steps

Assessments

Formative:

- Response Questions - journal entry prompts
- Discussion on what "Authentic" means; group collaboration
- Visualization of Future Dreams
- Fear Swap and Debunking Their Fears
- Identifying Passion and Love
- Discussion With Partners - different areas of love

Summative:

- Discovery Portfolios are collected and graded periodically. This is determined by time span and style of assignment.

Benchmark:

- This is given on the 2nd day of meeting in the form of a Google Form survey. Students also are given the opportunity to provide judgement for their idea of perception on the first day. Students will share and explain their reasoning for their judgement after. This will be the first debunked belief they experience within class which will set the initial tone for collaborative reasoning.

Alternative:

- Project - Teach Us What You Love! (follow rubric)
- Role in the World PPT
- I Am's for 8 Minute Morning Routine
- Affirmations for 5 Goals

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Interdisciplinary Connections

CHPE:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Technology Integration

Career Education

CRP-4: Communicate clearly and effectively with reason.

CRP-6: Demonstrate creativity and innovation.

CRP-7: Employ valid and reliable research strategies.

CRP-10: Plan education and career paths aligned to personal goals.

CRP-11: Use technology to enhance productivity.

Time Frame

3 Weeks

Topic

The Power of the Mind:
Routines & Habits
Communication
The Power of Action - Goal Setting

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DEPARTMENT: **Science**

COURSE: **Discovery Science**

Leadership

Alignment to Standards

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability and aesthetics as well as possible social, cultural and environmental impacts.

- Science is a practice in which an established body of knowledge is continually revised, refined and extended as new evidence emerges.
- Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions and small-group work.
- Represent ideas using literal representations, such as graphs, tables, journals, concept maps and diagrams.
- Mathematical tools and technology are used to gather, analyze and communicate results.

Learning Objectives and Activities

Learning Objectives:

- What are the parts of the brain and how do they influence or control us?
- How does the mind control the body?
- How does response and stimuli influence the mind?
- What does nature vs nurture mean?
- Why does psychology play such an important part in human existence?
- How do messages travel from the brain and then within the body?
- How do neurology, physiology and psychology influence each other?
- Neurology is the study of the brain and its counterparts
- Identified parts of the brain are in control of specific functions within the body.
- The body is connected from cellular level to organism level; this is also supported by organization and structural function within the characteristics of a living organism
- Response to stimuli is another characteristic to life; 8 in total
- The nervous system is in control of the responses within the body
- The mind consists of 2 parts which run the entire organism: subconscious and conscious
- The repetition for a measured amount of time creates a new habit which is also formed consciously or subconsciously
- Environment of an organism does influence how communication occurs
- Science is proven by facts and is able to be measured by multitudes of data
- A person can manipulate brain neuroplasticity through repetition of new thoughts and beliefs
- A new habit can be formed within 30 days of repetition

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COURSE: **Discovery Science**

- Humans response from the subconscious mind can be influenced by false beliefs or beliefs no longer in alignment to fears humans today face

Learning Activities:

- Ability to determine the subconscious mind and conscious mind
- Abstract thinking for scenarios or hypothetical situations
 - Uncovering of belief systems within the student
 - Uncovering of conflicting beliefs of subconscious
 - Formation healthy habits and replacement of unhealthy habits
 - Collaboration on old beliefs and new beliefs
- Comparative analysis of population beliefs and values
 - Discovery of individual belief system and core values in alignment to the individual
 - Guidance and assistance in replacing "stories" formed by one's perception within the mind
- Being able to identify Fear vs Love Perception
- Power of the Mind Lecture
- Identification of The Parts of The Brain
- Determining Core Values and Beliefs
 - 3 Elements of Practical Psychology
 - 6 Human Needs lecture and examples
 - 6 Human needs exercise and collaboration
 - Beliefs and Modeling
- Fear vs Love
- Introduction to Neuro Conditioning Lecture and Exercise
- The Power of Belief
- The Power of Change
- The Science Behind Momentum
- Decision Making
- The Science behind proper questioning

Assessments

****Please see rubrics for each assignment, provided for each student prior to assignment completion****

Formative:

- Response Questions- journal entry prompts
- Label the Body Group Activity
- Completion of surveys and reflective questioning
- Formation of hypotheses and analytical conclusion questions

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COURSE: **Discovery Science**

- Discussion with partners- different areas of love

Summative:

- Discovery Portfolios are collected and graded periodically. This is determined by time span and style of assignment.

Benchmark: N/A

Alternative:

- Project- Fear Swap
 - The Power of Belief
 - Human Needs Test
 - Practical Psychology Packet
 - 8 Minute Morning Routine
- Affirmations for 5 Goals

Interdisciplinary Connections

CHPE:

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Career Education

CRP-4: Communicate clearly and effectively with reason.

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COURSE: **Discovery Science**

CRP-6: Demonstrate creativity and innovation.
CRP-7: Employ valid and reliable research strategies.
CRP-10: Plan education and career paths aligned to personal goals.
CRP-11: Use technology to enhance productivity.

Time Frame	3 Weeks
Topic	
Power of the Body: Nutrition, Health & Wellness	
<u>Alignment to Standards</u>	
HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules. HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. • Chemical equilibrium is a dynamic process that is significant in many systems, including biological, ecological, environmental and geological systems. Chemical reactions occur at different rates. Factors such as temperature, mixing, concentration, particle size and surface area affect the rates of chemical reactions. • Cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions. • Describe how a disease is the result of a malfunctioning system, organ and/or cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance). • Use mathematical formulas to justify the concept of an efficient diet.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • How is the body formed and replenished? • How are the systems within the body connected? • How is potential energy converted into kinetic energy within the body? • What are nutrients? • How does biochemistry underline the basis for nutritional understanding? • How does organic chemistry play a role in the molecular makeup of the human? • What nutrients are essential to the chemical makeup of the human body?	

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COURSE: **Discovery Science**

- How do diet and wellness align within the human species?
- What components or factors influence our wellness?
- How does American diet or daily habits differ from other societies?
- How does diet align with preventative care?
- How does the body heal itself?
- What systems are involved with immunity and repair?
- What systems are controlled by the subconscious mind?
- What methods are used to heal the body?
- What is the difference between illness and disease?
- What does a balanced life look like?
- What does a balanced diet look like?
- What is homeostasis and how is this related to diet and the internal environment of the body?
- What are the fields of science that pertain to wellness?
- What is alternative medicine?
- Chemical reactions are continuously happening within the body which enable the body to complete specific necessary tasks to maintain survival.
- A case study must include an experimental group and a control or placebo group, which provide qualitative and qualitative evidence.
- The endocrine system is negatively affected by stress, which interferes with hormonal balance.

Learning Activities:

- Familiarity and understanding of the anatomical organization within the body
- Identification of the organs and the systems they belong to
- Balancing a diet
- Identifying nutrients
- Analyzing of food labels and nutritional facts
- Researching symptoms and correlating them with specific imbalances within the body
- Being aware of which symptoms are aligned with specific illnesses or diseases
- Understanding what preventative measures can be practiced to enhance their quality of life
- Using environmental factors and identifying the risks to specific systems
- Collaboration of a meal plan
- Comparative analysis of specific nutritional choices
- Creating a balanced individual meal plan and budget food list
- Biochemistry Lecture
- Essentials to Wellness Lecture
- Western vs Eastern medicine presentation creation and collaboration
- Digestion Lab
- Meal Plan Guide

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COURSE: **Discovery Science**

- What the Health movie
- Emotions and Food as an Addiction Lecture
- The Philosophy of Health Lecture
- What is Health Activity?
- The Health Behind Cells
- The Body's Response to Poison
- 8 Gifts of A Vital Life
- Lymphatic System Analysis
- The Power of Water Lecture
- The Imbalanced pH
 - Alkaline vs Acidic foods
 - pH Lab
 - Taste Test
- The science behind food
 - Sugar: A Secret Addictive
 - What is the dairy industry up to?
 - Who is in charge here?

Assessments

Formative:

- Daily discussions on topics being presented
- Do Now - reflection on daily entries and then collaboration with class
- This style allows students to see their ideas and thoughts are similar to others in class

Summative: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Benchmark: N/A

Alternative:

- Creation of a Wellness Plan
- Eastern vs Western Medicine Presentation
- Analysis and conclusion of nutrition, lymphatic and pH labs
- Completion of analysis questions and sheets
- Nutritional Journal
- Response questions to movie

Interdisciplinary Connections

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CHPE:

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.

2.2.12.N.5: Research presents trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes and other diseases.

ELA

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Math

S.IC.B.3 (+) Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

Technology Integration

Career Education

CRP-3: Attend to personal health and financial well-being.

CRP-5: Consider the environmental, social, and economic impacts of decisions.

CRP-7: Employ valid and reliable research strategies.

Time Frame	2 Weeks
Topic	





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The Senses
Illusions
Alteration of Reality
Mindset

Alignment to Standards

HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards and climate change have influenced human activity.

- Interpretation and manipulation of evidence-based models are used to build and critique arguments/explanations.
- Construct an explanation of how climate change has influenced human activity.
- Refinement of understandings, explanations, and models occurs as new evidence is incorporated.
- Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions and small-group work.

Learning Objectives and Activities

Learning Objectives:

- What are the senses of the body?
- How are the senses connected?
- How does the surrounding environment influence the accuracy of the senses?
- How does the mind control the senses?
- How do the senses affect our response system?
- How are certain senses impaired?
- How do optical illusions work?
- How does an IQ test work?
- What happens to the brain and body when narcotics are consumed?
- How has social media contributed to changes in our standards or expectations?
- How does advertising and marketing influence our ideals?
- How can we determine an illusion from a manipulative trick?
- The senses within the body are sight, touch, taste, hear and smell.
- The senses are connected through the body's other systems, especially the nervous system.
- Environmental factors such as pollution have affected our senses.
- How climate change may impact humans.
- The nervous system processes the information collected through the senses, which gives us explanations as to why or what is occurring.
- Certain technology has given humans the ability to repair or make accommodations for damaged senses.

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- Through meditation and visualization the senses can be isolated and focused on individually, providing peak performance.
- Overuse of technology has altered our response time and negatively influenced certain senses.
- Human development is being impacted by environmental changes, i.e. climate change
- Food modification and product development through engineering have altered the natural evolution of the human body.
- Vestigial structures show how organisms have reduced unnecessary anatomy or sense structure.

Learning Activities:

- Understanding the proper responses to balanced senses
- Observing optical illusions
- Collaboration of others perspectives
- Understanding the viewpoint of others
- Identifying the alterations
- Ability to critical think and reflect
- Abstract analysis
- Create a survey
- Create their own optical illusion
- Discussion and response to analytical riddles and problems
- Researching mental health, psychosis and delusion
- What Reality do you live in?
- Lecture on Narcotics
- IQ Test
- Personality Test
- Optical Illusion Lab
- Virtual Reality lab
- Where Is Your Mind?
- Neuroplasticity Research Presentation
- Manipulation of the Sense Lab
- Human response to climate change dilemma

Assessments

Formative:

- All new topics and class discussions are started with individual reflection in their journals but then information and data are shared in an open forum style. This allows students to experience other perspectives and voice their opinion. This allows students to see how many of us think alike.

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Summative:

- Engage in multiple forms of discussion in order to process, make sense of and learn from others' ideas, observations and experiences.

Benchmark: N/A

Alternative:

- Mindset Control Plan
- Mindset Presentation
- Narcotic Demonstration

Interdisciplinary Connections

CHPE:

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility and the physiological responses of the energy systems effects on the mind and body before, during and after physical fitness activities.

ELA Climate Change

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Career Education

CRP-2: Apply appropriate academic and technical skills.

CRP-6: Demonstrate creativity and innovation.

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Time Frame	2 Weeks
Topic	
The Power of Energy - Curiosity, Truth & Changing Your State	
<u>Alignment to Standards</u>	
HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass and its acceleration. • Refinement of understandings, explanations and models occurs as new evidence is incorporated. • Represent ideas using literal representations, such as graphs, tables, journals, concept maps and diagrams. • Energy may be transferred from one object to another during collisions. • It takes energy to change the motion of objects. The energy change is understood in terms of forces.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What is energy? • How do we measure energy? • What are the scientific laws to energy? • How does science negate belief? • How does the changing of state influence the emotions or feelings within the body? • Energy is defined as the amount of work able to be completed, whether mentally or physically. • Energy is also defined as the power from chemical or physical resources in order to provide other forms of energy to the earth. • Energy is replenished through the consumption or use of resources, whether renewable or nonrenewable. • Curiosity allows us to prove or disprove ideas using the scientific method. • Truth is why we seek answers, to understand the reasoning behind specific circumstances. • Truth is manipulated in order to appeal to the societal masses or the individual being deceived. • Truth or understanding of situations creates an open minded and well-rounded thought process within an individual.	

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COURSE: **Discovery Science**

- Changing state is when we can alter the flow of energy in our body, which impacts the perception or receiving center of the brain.
- Changing state switches the neurotransmitter pathways within the brain.

Learning Activities:

- How to inquire properly
- How to ask well rounded questions
- Ability to collect and analyze responses
- Ability to measure energy using different techniques
- The identification of different forms of energy
- Researching new technologies and devices
- Presentation of data and analysis/conclusions
- Ability to seek or research the truth within global or even personal topics or issues
- Participation in changing own state and collaborating findings
- Solar Design Models
- You Can't Handle the Truth?!
- Let's Change State
- Modes of State Change

Assessments

Formative:

- Discovery Journal responses; students also take google form questionnaires in order to participate anonymously in class data collection.

Summative: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Benchmark: N/A

Alternative:

- Energy Questionnaire
- Entries and presentations of energy experiments
- Self-run machines activity

Interdisciplinary Connections

CHPE:

2.2.12.PF.1: Compare the short and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.





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2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

ELA

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11-12.2. Write informative/explanatory texts (**including the narration of historical events, scientific procedures/ experiments, or technical processes**) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Math

S.IC.B.5 (+) Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Climate Change ELA

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Technology Integration

Career Education

CRP-7: Employ valid and reliable research strategies.

CRP-8: Utilize critical thinking to make sense of problems and persevere in solving them.

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Time Frame	2 Weeks
Topic	
Emotions/Energy and the Body	
Alignment to Standards	
HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. • New traits may result from new combinations of existing genes or from mutations of genes in reproductive cells within a population. • The principles of evolution (including natural selection and common descent) provide a scientific explanation for the history of life on Earth as evidenced in the fossil record and in the similarities that exist within the diversity of existing organisms. • Natural and human activities impact the cycling of matter and the flow of energy through ecosystems.	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What are emotions? • What are feelings and how are they different from emotions? • How is the mind and body directly affected by feelings and emotions? • What are the different categories of emotions? • What triggers different emotions and feelings within the body? • How can emotions change the physical state of an individual? • How do events or circumstances influence our feelings? • How do specific emotions correlate to specific disease or illnesses? • Emotions are physically felt and create a physical response in the body. • Emotional responses can be manipulated by changing the mental meaning we attach to specific feelings. • Emotions are triggered by chemical responses in the brain. • Moods are a combination of factors, from environmental, physiological and mental state.	

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- Language and the use of words can trigger emotions.
- Certain words create emotional responses within individuals based on experiences.
- Physical responses are triggered by feelings and emotions by neurological chemicals.
- Certain emotions create measurable responses within the body.
- The reptilian part of our brain, the basal ganglia, contributes to false responses in the body.

Learning Activities:

- Students will be able to identify own feelings and emotions
- Ability to identify different or the range of emotions expressed
- Understanding how certain environments influence feelings and emotions
- Identifying the connection between emotions and physical state
- Modeling Emotions
- The Movie: Inside Out
- Charades
- Lecture on Emotions & Feelings
- Emotions vs Feelings

Assessments

Formative:

- Discovery science journal entries
- Being able to identify emotions based on body language
- Being able to identify the feelings based on verbiage and sense of energy

Summative: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Benchmark: N/A

Alternative:

- Story writing using emotions
- Inside Out Responses

Interdisciplinary Connections

CHPE:

2.1.12.EH.1: Recognize one's personal traits, strengths and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.





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COURSE: **Discovery Science**

ELA

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11-12.2. Write informative/explanatory texts (**including the narration of historical events, scientific procedures/ experiments, or technical processes**) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Career Education

CRP-3: Attend to personal health and financial well being.

CRP-4: Communicate clearly and effectively and with reason.

CRP-8: Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

1 Week

Topic

The Science of Mindfulness

Alignment to Standards

HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

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COURSE: **Discovery Science**

- Scientific, economic and other data can assist in assessing environmental risks and benefits associated with societal activity.
- Predict the potential impact on an organism (no impact, significant impact) given a change in a specific DNA code and provide specific real world examples of conditions caused by mutations.
- Stability in an ecosystem can be disrupted by natural or human interactions.
- Biological communities in ecosystems are based on stable interrelationships and interdependence of organisms.

Learning Objectives and Activities

Learning Objectives:

- What is mindfulness?
- How can we practice mindfulness in our daily routine?
- How can science prove an enhancement in the quality of life when mindfulness is practiced?
- What are the benefits of mindfulness?
- What are the tools and practices used to be a mindful individual?
- How can we prove or exhibit mindfulness through self-experimentation?
- How does mindfulness enhance health?
- How can individual mindfulness influence society or the way information is presented to the world?
- Mindfulness is the ability to concentrate or stay focused on the present moment.
- Mindfulness allows for you to be in a state of flow, which enhances accuracy while completing a task.
- Being mindful reduces mental and emotional imbalances.
- Mindfulness has been proven to reduce the negative statistics pertaining to the health and wellness of people, especially youth or teens.
- Quality of life is measured by emotional, mental and physical well being.
- Science has created a platform to provide routine behaviors to create a systematic method to practice mindfulness.
- Since an individual can only ensure the survival of one's self, mindfulness allows individuals to enhance or raise their own awareness, which can influence surrounding individuals.

Learning Activities:

- Ability to measure mindfulness
- Determining the best mindset to accomplish certain tasks
- Evaluating the enhancements within one's own life
- Recording changes in behavior or efficacy in the completion of tasks
- Teach others and collaborate a mindful lesson

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COURSE: **Discovery Science**

- Discussions on the science of mindfulness

Assessments

Formative:

- Accuracy and completion of daily tasks
- Journal reflective responses

Summative: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Benchmark: N/A

Alternative:

- What's On Your Mind?
- Mindful Race
- Mindful Moments
- Mindful Planner
- Balanced Mind

Interdisciplinary Connections

CHPE:

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

ELA

L.VL.11-12.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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COURSE: **Discovery Science**

Career Education

- CRP-1:** Act as a responsible and contributing citizen and employee.
- CRP-3:** Attend to personal health and financial well being.
- CRP-4:** Communicate clearly and effectively and with reason.
- CRP-10:** Plan education and career paths aligned to personal goals.
- CRP-12:** Work productively in teams while using cultural global competence.

Time Frame

2 Weeks

Topic

The Power of You, Technology & Relationships

Alignment to Standards

- HS-ETS1-2:** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Design investigations, collect evidence, analyze data and evaluate evidence to determine measures of central tendencies, causal/correlational relationships and anomalous data.
 - Science is a practice in which an established body of knowledge is continually revised, refined and extended as new evidence emerges.
 - Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions and small-group work.

Learning Objectives and Activities

Learning Objectives:

- What is your power?
- How can you use technology to benefit your life?
- How has social media changed the way we view our lives?
- What are the pros and cons of technology?
- How can you become connected and disconnected at the same time?
- How does marketing influence the way we use our phones?
- How can we advocate for the world through the use of technology?
- Why is it important to understand the relationships around us?
- What are the different categories of relationships?
- How can relationships become unhealthy?
- What are the prerequisites for relationships?

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COURSE: **Discovery Science**

- How do relationships influence who we are individually?
- What are the misconceptions of relationships?
- How do we heal from ended relationships?
- Why is communication so important in relationships?
- How do our human needs heavily influence our relationships?
- An individual only has power to influence others, not control.
- Humans strive for success and acceptance, which are just understatement of love.
- Technology has become a huge influence on the way society lives day to day.
- Social media is a platform that interferes with response systems and creates emotional chemical releases similar to narcotics.
- Social media can influence the behavior of individuals.
- Social media has changed reality and the standards of living.
- Technology has changed the way we communicate, which is creating conflict with our emotions.
- Relationships are important to have because they offer connections, which humans need to thrive in life.
- Support systems offer individual perspectives that can be used when emotions or feelings are interfering with the mental balance.
- Relationships create the foundation for food chains and food webs within an ecosystem.
- Healthy relationships offer guidance, growth and conflict resolution.
- Communication is needed in relationships due to the varied perspectives and experiences of individuals.

Learning Activities:

- Ability to monitor and evaluate technology used
- Identifying true wants and needs
- Using social media
- Researching technological influence on human behavior
- Surveying the student body and staff
- Ability to analyze and reflect on the relationships of their life
- The Power Lecture
- Relationships Lecture
- Where Did Your Power Go?
- App usage and review
- Relationships Wheel
- Your Better Half is Yourself
- What are your boundaries?
- Who do you rely and why?

Assessments

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COURSE: **Discovery Science**

Formative:

- Surveys
- Relationship Wheel

Summative: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Benchmark: N/A

Alternative:

- What Do You Love About You Presentation

Interdisciplinary Connections

CHPE:

2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

2.1.12.SSH.4: Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

ELA

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

CRP-5: Consider the environmental, social and economic impacts of decisions.

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COURSE: **Discovery Science**

CRP-6: Demonstrate creativity and innovation.
CRP-11: Use technology to enhance productivity.

Time Frame	3 Weeks (including Final)
Topic	
Living Your Best Life Who Am I Now Final Reflections (Project)	
Alignment to Standards	
Refer Back to All Prior Standards in Course	
Learning Objectives and Activities	
<u>Learning Objectives:</u> • What does it mean to live your best life? • How can we measure if we are living our best life? • How can you enhance the life of others by being the best version of yourself? • What does a balanced life look like? • How have you personally changed throughout this course? • What changes have been made to your life? • How has this impacted the people around you? • How can we measure growth? • How can growth continue after Discovery Science? • When does personal growth end? • How can you implement what you have learned in the future? • Knowing what you know now, how can you enhance the OTHS community? • What changes do you think that can be made within our school to enhance the lives of other students? • What is your Spartan Legacy and what do you wish to leave for others? • What do you think are the most important concepts that you have learned throughout this course? • Living one's best life is determined by making the most appropriate decisions for each individual. • Choices are made by an individual which is why boundaries, self-worth and purpose must be determined. • Changes are constantly happening in any environment.	

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COURSE: **Discovery Science**

- Personal growth is a continuous practice due to our environments and experiences.
- Major areas of life must be met in order to feel balanced.
- Balance is different for each individual depending on the focus for their personal life.
- Reflection and action are ways to implement best choices in the future.
- Legacy is determined by one's impact on others.
- People influence each other with their beliefs, thoughts, actions and power.

Learning Activities:

- Application of the tools and information presented throughout the course
- How to maintain decision making skills that are beneficial to self-growth and leadership
- How to create and implement a school wide or communal project that enhances the lives of others
- Collaborating with classmates
- Creation and implementation of best life plan
- Reflection video
- Mentor reach out
- Mentor reach up
- Communal project
- Comparative analysis of reflections throughout the year

Assessments

Formative:

- Discovery Portfolio responses

Summative:

- Completion and Final Writings
- Final Project Presentation and Implementation

Benchmark: Please see rubrics for each assignment, provided for each student prior to assignment completion.

Alternative:

- Best Life Plan
- Reflection Videos

Interdisciplinary Connections

CHPE: Refer to prior interdisciplinary standards in previous units.

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Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Career Education

CRP-1: Act as a responsible and contributing citizen and employee.
CRP-4: Communicate clearly and effectively with reason.
CRP-6: Demonstrate creativity and innovation.
CRP-7: Employ valid and reliable research strategies.
CRP-9: Model integrity, ethical leadership and effective management.
CRP-10: Plan education and career paths aligned to personal goals.
CRP-12: Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

