

Rumson-Fair Haven Regional High School

Course: *Positive Psychology*

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Section I: Course Description

Positive Psychology is a half-year elective course that investigates the science of well-being, dismantling the notions of what aspects of life are supposed to make people happy and instead discovering and promoting the actual factors that allow individuals and communities to flourish. Instead of being built upon a disease model, as typical Psychology courses do, *Positive Psychology* aims to develop an empirical understanding of human growth and satisfaction. Students will attain skills of self-investigation, scientific inquiry, analysis of research studies, and the ability to turn these ideas into healthy life practices.

Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives

- **2020 New Jersey State Learning Standards-Social Studies:**
 - "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."
- **2016 English Language Arts Companions for Grades 11-12 (History, Social Studies, Science and Technical Subjects):**
 - The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that, "...Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts..."
- **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
- **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
 - ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."
- ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
- ***Holocaust Law: N.J.S.A. 18A 35-28:**

- The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
- ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
- ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. By state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objective*

Section III: Curriculum Modifications

The *Positive Psychology* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined in the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Positive Psychology* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Positive Psychology</i>	Grade Level: 9-12
Unit I: Introduction to Positive Psychology and its Methods	Weeks 1-2
Unit II: Misconceptions about Happiness and Why Expectations Are So Bad	Weeks 3-6
Unit III: Strategies to Reset Expectations	Weeks 7-10

Unit IV: Mentalities that Really Increase Happiness	Weeks 11-13
Unit V: Practices that Really Increase Happiness	Weeks 14-17
Unit VI: Putting Strategies into Place	Weeks 18-20

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed *Positive Psychology*:

- Bolt, Martin. *Pursuing Human Strengths: A Positive Psychology Guide*. New York, NY: Worth Publishers, 2004.
- Hefferon, Kate and Boniwell, Ilona. *Positive Psychology: Theory, Research, and Applications*. New York, NY: Open University Press, 2011.
- *Psychology*. HMH Social Studies, 2018.
- Siegel, Daniel. *Brainstorm: The Power and Purpose of the Teenage Brain*. United States: TarcherPerigee, 2015.
- Google Classroom
- Nearpod

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Positive Psychology* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Positive Psychology* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Positive Psychology* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Positive Psychology* curriculum by the *Positive Psychology* instructional team:

Unit I: Introduction to Positive Psychology and its Methods
Unit Summary
Students will understand the value of positive psychology, tracing its roots from ancient times to present day. To better conceptualize the abstract concept of “happiness,” students will also investigate the research methodologies utilized to quantify and improve subjective well-being. Lastly, students will participate in an Authentic Happiness Inventory, identifying their signature strengths and applying the top five strengths to their lives.
Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.2: World History: Global Studies
 - 6.2.12.HistoryCC.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.4.g
- 2016 New Jersey Student Learning Standards: English Language Arts 11-12:
 - Speaking and Listening: NJSLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6
 - Language: NJSLSA.L3, NJSLSA.L6
 - L.11-12.1-2, L.11-12.6
- 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12
 - Reading: NJSLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJSLSA.W1-10
 - WHST.11-12.4-10
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is positive psychology? ● What is the history of positive psychology, from the ancient Greeks to the present? ● How do we measure “happiness”? ● What research methods are used in the discipline of positive psychology? 		<ul style="list-style-type: none"> ● Positive psychology is the study of topics as diverse as happiness, optimism, subjective well-being, and personal growth. ● Positive psychology grew from ancient Greek Aristotelian tradition to a focus on utilitarianism to the development of humanism in the modern era. While humanistic psychology is regarded as highly subjective, positive psychology has its roots in objective, verifiable, scientific evidence. ● Several valid and reliable research instruments have been developed to measure happiness, including the PERMA scale and the Authentic Happiness Inventory. ● Positive psychology findings are based on experimentation, surveys, naturalistic observation, case studies, and experience sampling. Quasi-experimental or descriptive studies focus on establishing correlations between happiness and other variables, whereas experimental studies serve to prove causal relationships between happiness and other variables.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Coursework ● G.I. Joe Fallacy activity ● Class discussions ● Signature Strengths Rewirement ● Research Methods Quiz ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Signature Strengths Benchmark Written Response 	Resources Needed: <ul style="list-style-type: none"> ● See Appendix

Unit II: Misconceptions about Happiness and Why Expectations are So Bad

Unit Summary

Students will begin the unit by predicting the aspects of life that they believe bring people the most happiness, identifying common misconceptions about happiness. Although most people will list the same items, these misidentifications demonstrate the annoying features of the mind, which hold evolutionary value but do not hold the same weight in today’s world. These problematic features include a mind built heavily on intuition, on reference points, on adaptation, and on a lack of self-awareness.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- 2016 New Jersey Student Learning Standards: English Language Arts 11-12:
 - Speaking and Listening: NJSLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6

- Language: NJLSA.L3, NJLSA.L6
 - L.11-12.1-2, L.11-12.6
- 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12
 - Reading: NJLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJLSA.W1-10
 - WHST.11-12.4-10
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What types of things do most people believe increase happiness? ● Why do each of these predicted outcomes fail to be associated with happiness? ● What annoying features of the mind exist that hinder the development of happiness? 	<ul style="list-style-type: none"> ● When surveyed, people commonly respond that the following items produce the most happiness: a good job, money, love, good looks, good grades, and materialistic possessions. ● Each of these predicted items does not produce happiness because of the erroneous ways that the mind processes the world. ● Four problematic features of the mind hinder the development of happiness: 1. Our minds’ strongest intuitions are often totally wrong, 2. Our minds do not think in terms of absolutes, 3. Our minds are built to get used to things, and 4. We don’t realize that our minds are built to get used to things.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Coursework ● Class discussions ● Savoring Rewirement ● Gratitude Rewirement ● Gratitude Journal (Rewirement) ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Savoring Photo Project (Benchmark) ● Reading Assessments (Benchmark) ● Social Media and Social Comparison Project 	Resources Needed: <ul style="list-style-type: none"> ● See Appendix ● Seligman, Martin. “The New Era of Positive Psychology.” TedTalk. July 21, 2008. Youtube.com

Unit III: Strategies to Reset Expectations

Unit Summary

Students will begin to be proactive about their subjective well-being for the first time in the course in this unit. Instead of learning about those things that seem to provide happiness but do not, they will learn strategies to be intentional in their cultivation of happiness. Through the discussion of various research studies, students will see the value in shifting the priority off of material possessions, overcoming hedonic adaptation, and resetting the reference points that hinder them from being their best selves.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.2: World History: Global Studies
 - 6.2.12.HistoryCC.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.4.g
- 2016 New Jersey Student Learning Standards: English Language Arts 11-12:
 - Speaking and Listening: NJLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6
 - Language: NJLSA.L3, NJLSA.L6
 - L.11-12.1-2, L.11-12.6
- 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12
 - Reading: NJLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJLSA.W1-10
 - WHST.11-12.4-10
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills

- 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What intentional strategies can we use to rethink our prioritization on material possessions? ● What strategies can we use to get over our hedonic adaptation? ● How can we reset our reference points to avoid harmful and/or nonproductive comparisons? 		<ul style="list-style-type: none"> ● To intentionally change our focus on material possessions, we should invest in experiences, as they are less susceptible to social comparison and hedonic adaptation. ● To overcome hedonic adaptation, one should practice savoring, negative visualization, gratitude, and imagining this day as your last. ● The strategies to reset our reference points include concretely re-experiencing, concretely observing, avoiding social comparisons, interrupting consumption, and increasing your variety. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Coursework ● Gratitude Letter / Visit Rewirement ● Exercise Rewirement ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Gratitude Letter/ Visit Written Reflection ● “It’s a Wonderful Life at RFH” Project (Google Slideshow that includes savoring, negative visualization, resetting reference points, and rethinking awesome stuff) 	Resources Needed: <ul style="list-style-type: none"> ● See Appendix 	

Unit IV: Mentalities that Really Increase Happiness

Unit Summary

Students will continue to investigate changes that they can make to rethink their mental wellbeing by examining mentalities and states of mind that lead to increased happiness. They will discover their signature strengths and begin to implement them into their daily lives, while also working to achieve moments of flow. Finally, students will examine the benefits of a growth mindset, which prioritizes the experiences rather than the end result, as well as kindness, which prioritizes the benefits of others rather than yourself.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.2: World History: Global Studies
 - 6.2.12.HistoryCC.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.4.g
- *2016 New Jersey Student Learning Standards: English Language Arts 11-12:*
 - Speaking and Listening: NJLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6
 - Language: NJLSA.L3, NJLSA.L6
 - L.11-12.1-2, L.11-12.6
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12*
 - Reading: NJLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJLSA.W1-10
 - WHST.11-12.4-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions

Unit Enduring Understandings

<ul style="list-style-type: none"> • What are the things that we should be wanting that we do not realize? • How do we determine our signature strengths, and how can we make efforts to utilize them in new ways to increase our mental well-being? • What is flow and how might we achieve it? • How does having a growth mindset increase both our success and happiness? • *How can acts of kindness for others increase our satisfaction and happiness? 	<ul style="list-style-type: none"> • The first type of better wanting includes wanting the right parts of what we already want, and the second type of better wanting includes wanting those things that we do not realize that we need. • Through the completion of the Authentic Happiness Inventory, students will discover their top five character strengths as well as strategies for how to use them in their daily lives. • Flow is the mental state whereby an individual is completely focused on the task at hand and experiences a state of mental satisfaction. This is usually achieved when pursuing interests that are both challenging and intrinsically rewarding. • A growth mindset involves appreciation for the process of completing a task, such as in education or professionally, rather than simply appreciating the task's completion. Having a growth mindset allows one to both increase their happiness while completing the task and their efficiency in doing so. • *Selfless acts of kindness towards others are shown to have equal, if not more, positive benefits than selfish pursuits. Through acts of kindness, individuals share social connections and experience authentic joy.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Coursework • Kindness Rewirement • Social Connection Rewirement • Changing your Mindset Activity • Interview with Elizabeth Dunn Questions • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Activity Flow chart (pinpointing various activities for anxiety, arousal, flow, worry, apathy, boredom, relaxation, and control) • Written Reflection on either Kindness or Social Connection Rewirement 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • See Appendix
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Unit V: Practices that Really Increase Happiness

Unit Summary

Students will complete their prioritization of the positive behaviors that lead to increased happiness by examining the physical actions and habits that promote this happiness. By making social connections with friends, family, coworkers, peers, and strangers, individuals become both happier and healthier. Additionally, positive habits such as meditation, exercise, and sleep all lead to positive mindsets and physical benefits including less stress, more energy, and better overall health. Finally, the use of money to buy time through time affluence allows students to understand how to better acquire and maintain happiness through experiences, social connections, and the healthy habits outlined above.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.2: World History: Global Studies
 - 6.2.12.HistoryCC.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.4.g
- *2016 New Jersey Student Learning Standards: English Language Arts 11-12:*
 - Speaking and Listening: NJLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6
 - Language: NJLSA.L3, NJLSA.L6
 - L.11-12.1-2, L.11-12.6
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12*
 - Reading: NJLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJLSA.W1-10
 - WHST.11-12.4-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3

- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *Why is social connection such a vital practice to ensure subjective well-being? ● What is time affluence, and how does it prioritize time over money in the pursuit of happiness? ● How does mind-wandering become a curse to our species, and how does meditation control mind-wandering? ● What effects does meditation hold for the default mechanisms of our brain structures? ● How can positive health behaviors such as regular exercise and adequate sleep increase our mental health? ● What is the sleep cycle, and how can insights about its structure help people to sleep better? 	<ul style="list-style-type: none"> ● *People with social connections are less vulnerable to premature death, more likely to survive fatal illnesses, and less likely to fall prey to stressful events. ● Time affluence is the ability to use money to increase the efficiency of your time and decrease the stress that time limitations can bring. Spending money or effort on valuable time experiences or decreasing the loss of time can help to increase positive mental well-being and moments of happiness. ● A shift in the contents of thought away from an ongoing task to self-generated thoughts and feelings harms happiness. Thus, the practice of turning your attention away from distracting thoughts to a single point of reference is positively correlated with well-being. ● Various structures of the brain make up the default mental network (DMN), which is activated when a person is not specifically involved in a task. Instead of focusing on the present, the DMN remains fixed in the past and/or future, prohibiting the use of mindfulness. ● Exercise and sleep increase the release of helpful brain chemicals such as serotonin, dopamine, and endorphins, which chemically balance the brain and incur states of happiness, relaxation, and positivity. ● The sleep cycle is the regular pattern of stages in the brain from periods of wakefulness to deep sleep to REM which benefits the body and brain at each phase. Knowing this cycle can help people prioritize efficient sleep at night and during naps to have the most productive sleep for their physical and mental health.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Coursework ● Sleep Rewirement ● Meditation Rewirement ● Time Affluence Rewirement ● Sleep Quiz ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Meditation Methods Group Project 	<ul style="list-style-type: none"> ● See Appendix

Unit VI: Putting Strategies into Place

Unit Summary

Students will finalize their understanding and commitment to positive psychology by looking towards the long term implementation of the lessons and strategies discussed throughout the course. Students will complete a final reirement challenge by selecting a past reirement and completing it again over several weeks. Students will understand how to create and adhere to a long-term plan for maintaining their happiness through strategies in goal setting, obstacle clearing, and specific planning in their daily lives.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Positive Psychology*:

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.2: World History: Global Studies
 - 6.2.12.HistoryCC.2.b, 6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.4.g
- 2016 New Jersey Student Learning Standards: English Language Arts 11-12:
 - Speaking and Listening: NJLSA.SL1-6
 - SL.11-12.1.A-D, SL.11-12.2-6
 - Language: NJLSA.L3, NJLSA.L6
 - L.11-12.1-2, L.11-12.6
- 2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12
 - Reading: NJLSA.R1-10
 - RST.11-12.1-3, RST.11-12.7-10
 - Writing: NJLSA.W1-10
 - WHST.11-12.4-10
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do situational factors affect our ability to be happy? ● What aspects of goal setting are significant to the fulfillment of goals? ● What is WOOP, and how does it relate to people’s subjective well-being? ● How does the extended implementation of one of the rewirements impact student happiness? 		<ul style="list-style-type: none"> ● The environments that individuals cultivate impact how people perceive the world. To best promote happiness, people must work to fix bad environments and find convenient and visible ways to choose healthy environments. ● It is not enough to establish a goal; instead, goals must be specific, visualized with their outcome and obstacles, and coordinated with an implementation intention. ● WOOP stands for Wish, Outcome, Obstacles, Plan and is the process from start to finish for how to increase your well-being using specific strategies along the way, including when things are progressing smoothly and for how to deal with obstacles as they arise in the short and long term. ● By completing the Authentic Happiness Inventory for the second time after the intentional practice of an extended rewirement, students should see an increase in their quantitative measure of happiness. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Coursework ● Authentic Happiness Inventory ● <i>Happy</i> documentary ● Final Rewirement challenge ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Final Rewirement Reflection ● TedTalk Presentation and Discussion 	Resources Needed: <ul style="list-style-type: none"> ● See Appendix 	

Section IX: Unit Reflection

The *Positive Psychology* instructional team must confer upon the completion of each instructional unit in the *Positive Psychology* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Positive Psychology* curriculum.

Unit Reflection Form: <i>Positive Psychology</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			

Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented

in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)

Appendix

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