Board Approval Date: August 23, 2022
Course Title: Psychology (CP)
Course Description: This half-year introductory course focuses on basic behavioral concepts and covers various fields of psychology including learning, personality, and overall behavior of both humans and animals in an attempt to gain a better understanding of human behavior, their own and that of others.

Estimated Number of Blocks	Marking Period 1	Estimated Number of Blocks	Marking Period 3
11	**Scientific Foundations of Psychology: History, perspectives, and research methods** Logic, philosophy, and history of science Subfields of Psychology Major approaches to the study of psychology--(Biological, Behavioral, Psychodynamic, Cognitive, Humanistic, Sociocultural, Evolutionary) Methods of research Ethics in psychological research	11	**Scientific Foundations of Psychology: History, perspectives, and research methods** Logic, philosophy, and history of science Subfields of Psychology Major approaches to the study of psychology--(Biological, Behavioral, Psychodynamic, Cognitive, Humanistic, Sociocultural, Evolutionary) Methods of research Ethics in psychological research
11	**Biological Bases of Behavior** Physiological techniques (e.g., imaging, surgical, invasive vs. non-invasive) Neuroanatomy Functional organization of the nervous system Nature vs. nurture debate	11	**Biological Bases of Behavior** Physiological techniques (e.g., imaging, surgical, invasive vs. non-invasive) Neuroanatomy Functional organization of the nervous system Nature vs. nurture debate
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**

11	**Personality, Psychological Disorders, and Treatment** Definitions of abnormality Theories of psychopathology Diagnosis, classification, and characteristics of psychological disorders Treatment	11	**Personality, Psychological Disorders, and Treatment** Definitions of abnormality Theories of psychopathology Diagnosis, classification, and characteristics of psychological disorders Treatment
11	**Stress, Coping, Health and the States of Consciousness** Personality theories and approaches Assessment techniques Stress and health Sex and gender Gender roles and gender differences LGBTQIA+ and DEI communities	11	**Stress, Coping, Health and the States of Consciousness** Personality theories and approaches Assessment techniques Stress and health Sex and gender Gender roles and gender differences LGBTQIA+ and DEI communities

Stage 1 Desired Results

Unit Title: Unit 1 - Scientific Foundations of Psychology: History, perspectives, and research methods

Unit Summary: Students will learn the basis of psychological theory as the study of human and animal behavior and mental processes and learn how psychologists design and conduct research.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

SCI.9-12.SI.1 Perspectives in Psychological Science

SCI.9-12.SI.2 Research Methods, Measurement, and Statistics

SCI.9-12.SI.1.1 Development of psychology as an empirical science

SCI.9-12.SI.2.1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g. interviews, narratives, focus groups) research methods.

SCI.9-12.SI.2.2.1 Identify ethical standards psychologists must address regarding research with human participants.

SCI.9-12.SI.2.2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals.

SCI.9-12.SI.2.1.4 Discuss how and why psychologists use non-human animals in research.

SCI.9-12.APS.3.3 Vocational applications of psychological science

Unit Essential Questions: 1. In what ways does psychology approach the study of human and animal behavior? 2. How do the different perspectives in psychology compare and contrast? 3. How do psychologists use the scientific method to study behavior and mental processes? 4. Which methods of research are appropriate for the study of different behaviors? 5. How do psychologists draw appropriate conclusions about behavior from research? 6. How do psychologists make ethical decisions about researching behavior with human and animal subjects?	**Unit Enduring Understandings:** 1. Psychology is empirical. 2. Various perspectives exist within psychology to explain behaviors in humans and non-human animals. 3. Ethics are important in both scientific research and practices of psychology. 4. Psychology is theoretically diverse. 5. Case studies, surveys, naturalistic observation, and experimentation are methods psychologists use to study behavior. 6. Psychology requires understanding how to design, interrupt, and apply a variety of ethical research methods.
Students will know: ● Major historical figures in psychology ● Theoretical approaches to describing behavior ● Branches of psychology ● A variety of research methods used by psychologists ● The application of research design and statistical analysis in psychology ● Ethical guidelines Vocabulary: Psychodynamic perspective, behavioral perspective, humanistic perspective, physiological perspective, cognitive perspective, psychology, hypothesis, theory, basic science, applied science, scientific method, introspection, psychoanalyst, behaviorist, humanist, psychologist, clinical psychologist, counseling psychologist, psychiatry, developmental psychologist, educational psychologist, industrial/organizational, psychologist, experimental structuralism, functionalism, survey, case study, naturalistic observation, correlation, experiments, sample, population, random sample, random assignment, dependent variable, independent variable, control group, experimental group, placebo effect, single-blind study, double-blind study	**Students will be able to:** ● Recognize how philosophical perspectives shaped the development of psychological thought ● Describe and compare different theoretical approaches in explaining behavior: structuralism, functionalism, and behaviorism in the early years; Gestalt, psychoanalytic/psychodynamic, humanism, evolutionary, biological, cognitive, and sociocultural ● Recognize the strengths and limitations of theories to explain behavior ● Distinguish the different domains of psychology: biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial–organizational, personality, psychometric, and social ● Identify major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt) ● Describe and compare research methods ● Identify ethical issues in psychological research

Stage 2 Assessment Evidence

Summative Assessments:
Intro to Psychology and Research Methods Assessment

Formative Assessments:
Nature vs. nurture writing prompt
Vocabulary quiz
Documentary film analysis questions
Perspectives graphic organizer
Experimental and non-experimental design quiz

Common Benchmark Assessments:
N/A

Alternative Assessments:
Stem cells and “modern medical intervention” debate

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *Estimated Number of Blocks*
RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.7 RST.11-12.8 RST.11-12.9	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video,	• Compare and contrast various theoretical perspectives using a graphic organizer • Experimental and non-experimental design quiz	2

	multimedia) in order to address a question or solve a problem. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.		
NJSLSA.W1 NJSLSA.W2 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 6.1.12.Civics PR.16.a	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	● Collect data from arguments to determine the impacts of nature vs. nurture on behavior in a writing prompt ● Analyze the effects of genetics and environmental factors by answering documentary film analysis questions ● Debate the use and ethical expectations to be upheld in the use of stem cell treatment	2
9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Demonstrate the ability to reflect, analyze, and use creative skills and ideas Explain the potential benefits of collaborating to enhance critical thinking and problem solving	● Intro to Psychology and Research Methods Assessment ● Nature vs. nurture writing prompt ● Stem cells and “modern medical intervention” debate	2

	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.		
SCI.9-12.SI.2.1.2 SCI.9-12.SI.2.2.1 SCI.9-12.SI.2.2.2 SCI.9-12.SI.2.1.4	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g. interviews, narratives, focus groups) research methods. Identify ethical standards psychologists must address regarding research with human participants. Identify ethical guidelines psychologists must address regarding research with non-human animals. Discuss how and why psychologists use non-human animals in research.	• Intro to Psychology and Research Methods Assessment • Vocabulary quiz • Experimental and non-experimental design quiz • Stem cells and “modern medical intervention” debate	2
6.1.12.Civics PR.16.a: 6.1.12.Civics PR.2.a:	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	• Analyze the following ○ Department of Health and Human Services (DHHS) regulations for the protection of human research subjects ○ Institutional Review Board (IRB) ○ “Ethics and Clinical Research” by Dr. Henry Beecher ○ Public Health Service Syphilis Study at Tuskegee ○ US v. Stanley	3

Core Instructional & Supplemental Materials (including various levels of texts)	
Resources	*Notes*
Printed and online versions:	*Writing prompts with leveled questions*

☐ Nature vs. nurture writing prompt ☐ Vocabulary quiz ☐ Experimental and non-experimental design quiz ☐ Intro to Psychology and Research Methods Assessment ☐ Documentary film analysis questions ☐ Perspectives graphic organizer ☐ Stem cells and "modern medical intervention" debate ○ *New York Times* articles	*Major/minor assessments with reduced multiple choice options* *Study and review guides provided in advance* *Scaffolding provided for writing prompts and graphic organizer* *Leveled texts for online and print articles*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of prompts
  - Compare and contrast historical and theoretical perspectives
  - Perspectives graphic organizer
- Modification of content and student products
  - Intro to Psychology and Research Methods Assessment
  - Experimental and non-experimental design quiz
  - Vocabulary quiz
- Testing accommodations
  - Intro to Psychology and Research Methods Assessment
  - Experimental and non-experimental design quiz
  - Vocabulary quiz
- Authentic assessments
  - Debate

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Higher-order thinking skills
    - Compare and contrast historical and theoretical perspectives
- Real-world problems and scenarios
    - Stem cell and genetic testing debate

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - Perspectives graphic organizer
- Think-pair-share
    - Turn and talk in class
- Cooperative learning groups
    - Genetic testing debate

Stage 1 Desired Results

Unit Title: Unit 2 Biological Bases of Behavior

Unit Summary: Students will learn the basis of psychological theory as the study of human and animal behavior and mental processes and learn how psychologists design and conduct research. Students will study how physical and social changes over humans' lifespans can influence behavior and mental processes from a variety of perspectives.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies

6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

SCI.9-12.SI.1 Perspectives in Psychological Science

SCI.9-12.DL.1 Development and Learning

SCI.9-12.DL.1.1 Methods and issues in lifespan development

SCI.9-12.DL.1.2 Theories of lifespan development

SCI.9-12.DL.1.3 Prenatal development and the newborn

SCI.9-12.DL.1.4 Infancy (i.e., the first two years of life)

SCI.9-12.DL.1.5 Childhood

SCI.9-12.DL.1.6 Adolescence Adulthood and aging

SCI.9-12.DL.1.7 Adulthood and aging

Unit Essential Questions:

1. How do our brains change over a lifetime?
2. How is the teenage brain different from an adult brain?
3. How are gender roles and identity affected by cultural standards?
4. What impact can environment and culture have on the physical, cognitive, and emotional development of adolescents
5. Why do you think the elderly are treated differently in various societies and cultures?

Unit Enduring Understandings:

1. The nervous system is considered an electrochemical system.
2. The brain is composed of many specialized modules that work together to create mind and behavior
3. There are various technologies used to study the brain
4. Developmental psychology studies the physical, cognitive, and social changes that occur throughout the lifespan.
5. Development is a lifelong process.

Students will know:	**Students will be able to:**

• The interaction of inherited traits, environment, and evolution in shaping behavior • Structures and functions of biological systems, including the endocrine system and nervous system • The study of the brain and research techniques for studying its structure and function • Physical and social development in childhood • Theories of cognitive development in childhood • Adolescent development and challenges • Adulthood and aging • Theories of moral development • Gender and sexual orientation **Vocabulary:** Neuron, Dendrite, Soma, Axon, Synapse, Terminal Buttons, Central Nervous System, Reflex, Peripheral Nervous System, Somatic Nervous System, Autonomic Nervous System, Sympathetic Division, Parasympathetic Division, Endocrine System, Hormones, Brain Lobes, Zygote, Embryo, Fetus, Teratogen, Adolescence, Puberty Fluid Intelligence, Crystallized Intelligence, Menopause, Midlife Crisis, Dementia, Bereavement, Five Stages of Dying	• Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons • Discuss the influence of drugs on neurotransmitters • Describe the nervous system and its subdivisions and functions • Describe the endocrine system and its functions • Discuss the role of neuroplasticity in traumatic brain injury • Discuss psych's interest in how heredity, environment, and evolution work together to shape behavior • Predict how traits and behavior can be selected for their adaptive value

Stage 2 Assessment Evidence

Summative Assessments:

Developmental photo project and analysis paper

Formative Assessments:

Biological bases of behavior vocabulary quiz

Brain scans graphic organizer

Developmental theories quiz

Common Benchmark Assessments:
N/A

Alternative Assessments:
TBI and organic brain disorders research project
Developmental photo project

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *Estimated Number of Blocks*
RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.7 RST.11-12.8 RST.11-12.9 6.1.12.Civics PR.16.a	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	• Compare and contrast various developmental perspectives using a graphic organizer • Experimental and non-experimental design quiz • Debate the use of new medical technologies for treatment of organic and inorganic disorders • Discuss the impacts of parenting styles and respective implications on development	3
NJSLSA.W1 NJSLSA.W2 NJSLSA.W6 NJSLSA.W7	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	• Collect data from arguments to determine the impacts of nature vs. nurture on development in a writing prompt • Analyze the effects of genetics and environmental factors by answering analysis questions	2

NJSLSA.W8 NJSLSA.W9 6.1.12.Civics PR.16.a	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	● Debate the effects of social media on physical, cognitive, social, and emotional development	
9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Demonstrate the ability to reflect, analyze, and use creative skills and ideas Explain the potential benefits of collaborating to enhance critical thinking and problem solving Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	● Biological bases of behavior vocabulary quiz ● Development theories quiz ● Conduct research on traumatic brain injuries and organic brain disorders to present on signs, symptoms, and treatment along with innovative solutions	2
SCI.9-12.DL.1.1 SCI.9-12.DL.1.2 SCI.9-12.DL.1.3 SCI.9-12.DL.1.4 SCI.9-12.DL.1.5 SCI.9-12.DL.1.6 SCI.9-12.DL.1.7	Methods and issues in lifespan development Theories of lifespan development Prenatal development and the newborn Infancy (i.e., the first two years of life) Childhood Adolescence Adulthood and aging Adulthood and aging	● Development theories quiz ● Developmental photo project and writing analysis ● Discussion on parenting, chores, social media, downtime	2

6.1.12.Civics PR.16.a: 6.1.12.EconEM.14.a:	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	• Fishbowl: parental/guardian rights vs. individual consent to documenting physical, cognitive, social, and emotional development on social media	2

Core Instructional & Supplemental Materials (including various levels of texts)

Resources	*Notes*
Printed and online versions: ☐ Biological bases of behavior vocabulary quiz ☐ Brain scans graphic organizer ☐ Developmental theories quiz ☐ Developmental photo project ☐ Perspectives graphic organizer ☐ TBI and organic brain disorders research project ○ *Concussion* film and YouTube video clips	*Writing prompts with leveled questions* *Major/minor assessments with reduced multiple choice options* *Study and review guides provided in advance* *Scaffolding provided for writing prompts and graphic organizer* *Leveled texts for online and print articles*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of prompts
  - Compare and contrast developmental theoretical perspectives

    - Theorists graphic organizer
    - Brain scans graphic organizer
- Modification of content and student products
    - Biological bases of behavior vocabulary quiz
    - Developmental theories quiz
    - TBI and organic brain disorders research project
- Testing accommodations
    - Biological bases of behavior vocabulary quiz
    - Developmental theories quiz
- Authentic assessments
    - TBI research project
    - Developmental photo project

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Higher-order thinking skills
    - Compare and contrast developmental perspectives
- Real-world problems and scenarios
    - TBI research project and application

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - Perspectives graphic organizer
- Think-pair-share
    - Turn and talk in class
- Cooperative learning groups
    - TBI research project

Stage 1 Desired Results

Unit Title: Unit 3 - Personality, Psychological Disorders and Treatment

Unit Summary: Personality, Psychological Disorders and Treatment: What makes us who we are and why we are?

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research

SCI.9-12.APS.1.1.1 Explain how psychological treatments have changed over time and among cultures

SCI.9-12.APS.1.1.2 Match methods of treatment to psychological perspectives

SCI.9-12.APS.1.1.3 Explain why psychologists use a variety of treatment options

SCI.9-12.IV.4 Psychological Disorders

SCI.9-12.APS.1 Treatment of Psychological Disorders

SCI.9-12.IV.4.1 Perspectives on abnormal behavior

SCI.9-12.IV.4.2 Categories of psychological disorders

SCI.9-12.IV.4.1.1 Define psychologically abnormal behavior

SCI.9-12.IV.4.1.2 Describe historical and cross-cultural views of abnormality

SCI.9-12.IV.4.1.3 Describe major models of abnormality

SCI.9-12.IV.4.1.4 Discuss how stigma relates to abnormal behavior

SCI.9-12.IV.4.1.5 Discuss the impact of psychological disorders on the individual, family, and society

SCI.9-12.IV.4.2.1 Describe the classification of psychological disorders

SCI.9-12.IV.4.2.2 Discuss the challenges associated with diagnosis

SCI.9-12.IV.4.2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)

SCI.9-12.IV.4.2.4 Evaluate how different factors influence an individual's experience of psychological disorders

SCI.9-12.APS.1.1 Perspectives on treatment

Unit Essential Questions:	**Unit Enduring Understandings:**

1. What is personality? 2. How might personality tests be used to diagnose mental disorders? 3. How do we define what is normal or abnormal? 4. How can therapy help a person to function in a healthier way?	1. Personality consists of enduring attributes that are representative of one's behavior. 2. Attempts to understand why people behave abnormally have led to examining behavior from a variety of 3. perspectives or viewpoints. 4. The purpose of therapy is to help people overcome psychological problems.
Students will know: ● Personality structure in terms of the interactions of the id, ego, and superego ● How defense mechanisms protect the individual from anxiety ● How personality inventories and factor analysis are used to assess traits ● The physical, social, and cognitive changes from the prenatal period throughout the lifespan ● The difference between longitudinal and cross-sectional methods of study ● Contemporary and historical conceptions of what constitutes psychological disorders. ● The Diagnostic and Statistical Manual of Mental Disorders (DSM-V) published by the American Psychiatric Association is the primary reference for making diagnostic judgments. ● The major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms. ● The strengths and limitations of various approaches to explaining psychological disorders: medical model,	**Students will be able to:** ● Describe the various theories of personality. ● Evaluate the influence of culture, family, and genetics on personality development. ● Compare the reliability and validity of objective and projective personality tests. ● Describe the characteristics commonly measured by personality tests. ● Define the different types of anxiety and mood disorders. ● Describe the symptoms and causes personality and psychotic disorders. ● Describe the symptoms and causes of dissociative disorders. ● Describe the different types of personality disorders. ● Describe the psychotherapies of psychoanalysis, behavioral therapy, cognitive therapy and humanistic therapy. ● Describe the biomedical therapies. ● Discuss the use and effectiveness of electroconvulsive therapy

psychoanalytic, humanistic, cognitive, biological, and sociocultural. • The positive and negative consequences of diagnostic labels (e.g., the Rosenhan study). • The intersection between psychology and the legal system (e.g., confidentiality, insanity defense) **Vocabulary** Personality, , Id, Ego, Super Ego, Defense Mechanisms, Psychosexual Stages, Trait, Big Five Theory, Trait Theory, Self-Concept, Projective Tests, Rorschach Test, Mental Illness, Psychotherapy, Psychoanalysis, Behavioral Therapy, Biomedical Therapy Sigmund Freud, Alfred Adler, Carl Jung, Karen Horney, Abraham Maslow, Carl Rogers, Gordan Allport, Raymond Catell, Hans Eysenck, Martin Seligman, Carl Rogers, Sigmund Freud, Albert Ellis, Aaron Beck, Fritz Perls.	

Stage 2 Assessment Evidence
Summative Assessments: Personality, Psychological Disorders and Treatment Assessment
Formative Assessments: Vocabulary quiz Documentary film analysis questions Perspectives graphic organizer

Psychological disorders quiz

Common Benchmark Assessments:
N/A

Alternative Assessments:
Types of therapies quiz
Clinical Psychology assessment
Film analysis and diagnosis discussion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
RST.11-12.1 RST.11-12.2. RST.11-12.3. RST.11-12.4. RST.11-12.5 RST.11-12.7 RST.11-12.8 RST.11-12.9	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	• Film analysis and diagnosis response assignment • Destigmatization and deinstitutionalization discussion	5 blocks

	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible		
NJSLSA.W1. NJSLSA.W2. NJSLSA.W6. NJSLSA.W7. NJSLSA.W8. NJSLSA.W9. WHST.9-10.2. WHST.9-10.9.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through	• Personality tests and writing prompt responses • Short answer exit ticket: Medicate or not?	2 blocks

	the effective selection, organization, and analysis of content. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Draw evidence from informational texts to support analysis, reflection, and research		
CRP1. CRP4. CRP7 CRP11. CRP12. 9.3.ST.2	Act as a responsible and contributing citizen and employee. Communicate clearly and effectively and with reason.	• Destigmatization and deinstitutionalization discussion • Short answer exit ticket: Medicate or not?	2 blocks

9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4 8.2.12.D.6 8.2.8.E.1	Employ valid and reliable research strategies. Use technology to enhance productivity. Work productively in teams while using cultural global competence Use technology to acquire, manipulate, analyze and report data. Demonstrate the ability to reflect, analyze, and use creative skills and ideas Explain the potential benefits of collaborating to enhance critical thinking and problem solving Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions. Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used		
SCI.9-12.APS.1.1.1 SCI.9-12.APS.1.1.2 SCI.9-12.APS.1.1.3 SCI.9-12.IV.4	Explain how psychological treatments have changed over time and among cultures Match methods of treatment to psychological perspectives Explain why psychologists use a variety of treatment options Psychological Disorders	● Film analysis and diagnosis response assignment ● Destigmatization and deinstitutionalization discussion	2 blocks

SCI.9-12.APS.1 SCI.9-12.IV.4 SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.1.1 SCI.9-12.IV.4.1.2 SCI.9-12.IV.4.1.3 SCI.9-12.IV.4.1.4 SCI.9-12.IV.4.1.5 SCI.9-12.IV.4.2.1 SCI.9-12.IV.4.2.2 SCI.9-12.IV.4.2.3 SCI.9-12.IV.4.2.4 SCI.9-12.APS.1.1	Treatment of Psychological Disorders Perspectives on abnormal behavior Categories of psychological disorders Define psychologically abnormal behavior Describe historical and cross-cultural views of abnormality Describe major models of abnormality Discuss how stigma relates to abnormal behavior Discuss the impact of psychological disorders on the individual, family, and society Describe the classification of psychological disorders Discuss the challenges associated with diagnosis Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders) Evaluate how different factors influence an individual's experience of psychological disorders Perspectives on treatment		
6.1.12.Civics PR.16.a: 6.1.12.Civics PR.2.a:	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	● Fishbowl discussion: Legal rights of criminally insane ○ YouTube video on capital punishment for man with schizophrenia ○ ACLU article: U.S. Supreme Court strikes order to forcibly medicate mentally ill defendant ● Entrance ticket: *People v. Serravo* ○ Exit ticket follow up: Do you feel the same? Justify with points/evidence from class.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
☐ Constitutional vs. human rights discussion ☐ Vocabulary quiz ☐ Diagnoses writing prompt ☐ Clinical psychology assessment ☐ Film analysis questions ☐ Treatment graphic organizer ☐ ALCU news article	*Writing prompts with leveled questions* *Major/minor assessments with reduced multiple choice options* *Study and review guides provided in advance* *Scaffolding provided for writing prompts and graphic organizer* *Leveled texts for online and print articles*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats ○ Treatment Graphic organizer

- Use of assisted technology
- Use of prompts
    - Film analysis questions
- Modification of content and student products
    - Writing prompt
    - Personality, Psychological disorders and Treatment Assessment
    - Psychological disorders quiz
- Testing accommodations
    - Writing prompt
    - Personality, Psychological disorders and Treatment Assessment
    - Psychological disorders quiz
- Authentic assessments
    - Constitutional vs. human rights discussion

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *People v. Serravo*
    - *Medicate or Not?*
- Higher-order thinking skills
    - Legal rights of criminally insane
- Interest-based content
    - *Medicate or Not?*
- Real-world problems and scenarios
    - *People v. Serravo*
    - *Medicate or Not?*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - Treatment Graphic organizer
- Think-pair-share
    - Turn and Talk

- Cooperative learning groups
    - To medicate or not small group discussion

Stage 1 Desired Results

Unit Title: Unit 4 - Stress, Coping, Health and the States of Consciousness

Unit Summary: Stress, Coping and Health and States of Consciousness: Dealing with the pressures of our world.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research

SCI.9-12.B.3.3.1 Characterize the major categories of psychoactive drugs and their effects

SCI.9-12.B.3.3.2 Describe how psychoactive drugs act at the synaptic level

SCI.9-12.B.3.3.3 Evaluate the biological and psychological effects of psychoactive drugs

SCI.9-12.B.3.3.4 Explain how culture and expectations influence the use and experience of drugs

SCI.9-12.B.3.4.1 Describe meditation and relaxation and their effects

SCI.9-12.B.3.4.2 Describe hypnosis and controversies surrounding its nature and use

SCI.9-12.B.3.4.3 Describe flow states
SCI.9-12.APS.2.1 Stress and coping
SCI.9-12.APS.2.1.1 Define stress as a psychophysiological reaction
SCI.9-12.APS.2.1.2 Identify and explain potential sources of stress
SCI.9-12.APS.2.1.3 Explain physiological and psychological consequences for health
SCI.9-12.APS.2.1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress
SCI.9-12.B.3.3 Categories of psychoactive drugs and their effects
SCI.9-12.B.3.4 Other states of consciousness

Unit Essential Questions:

1. How can stress affect our physical and emotional well-being?
2. Why could stress be considered a "disease"?
3. Why might some people be skeptical of hypnosis?
4. Why do some people consider addiction a disease and others a choice?

Unit Enduring Understandings:

1. Stress can trigger adverse physiological, emotional, and behavioral responses in people.
2. Stress can be managed with a variety of behavioral, cognitive, and physical techniques.
3. Hypnosis is a social interaction in which a hypnotist makes suggestions and the subject follows those suggestions.
4. Psychoactive drugs are chemical substances that alter mood, behavior, or perceptions.

Students will know:

- Theories of stress and the effects of stress on psychological and physical well-being that can be applied to multiple psychological concepts.
- What hypnosis is and how it works.
- How psychoactive drugs work.
- The four main drug categories

Vocabulary:

Students will be able to:

- Define stress and distinguish "stress" from "stressor".
- Describe the physiological and emotional responses to stress.
- Discuss the link between stress and illness.
- Evaluate the various stress management techniques and their effectiveness.
- Define consciousness.
- Identify the different rhythms of the body and how they differ from one another.
- Discuss the different types of sleep disorders and the causes and consequences of the disorders
- Discuss the use and effectiveness of electroconvulsive therapy

Stress, Health Psychology, Burnout, General Adaptation Syndrome, Fight Or Flight, Meditation, Psychoactive Drugs, Stimulants, Depressants, Hallucinogens, Dependence, Withdrawal, Tolerance, Hypnosis, Divided Consciousness, Posthypnotic Suggestion, PTSD.	

Stage 2 Assessment Evidence

Summative Assessments:

States of Consciousness Assessment

Formative Assessments:

Vocabulary quiz

Mouse Party interactive tool with prompt

Meditation reflection assignment

Guided film questions

Hypnosis response prompt

Common Benchmark Assessments:

N/A

Alternative Assessments:

Meditation reflection journal

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.7 RST.11-12.8 RST.11-12.9 6.1.12.Civics PR.16.a	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies	• Analyze several different types of therapies • Evaluate different coping mechanism to handle stress • Discuss the Mental Health Association and their efforts to help people deal with stress.	3
NJSLSA.W1 NJSLSA.W2 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• Write an essay answering the prompt: Is stress a disease? • Hypnosis opinion response	2

SCI.9-12.B.3.3.1 SCI.9-12.B.3.4.1 SCI.9-12.B.3.4.2 SCI.9-12.APS.2.1	Characterize the major categories of psychoactive drugs and their effects Describe meditation and relaxation and their effects Describe hypnosis and controversies surrounding its nature and use Stress and coping	• Mouse Party interactive tool • Meditation assignment with reflection • Film guided questions	2

Core Instructional & Supplemental Materials (including various levels of texts)	
Resources	*Notes*
Printed and online versions: ☐ Vocabulary quiz ☐ Mouse Party response prompt ☐ Meditation reflection assignment	*Writing prompts with leveled questions* *Major/minor assessments with reduced multiple choice options* *Study and review guides provided in advance* *Scaffolding provided for writing prompts and graphic organizer* *Leveled texts for online and print articles*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Meditation film
- Use of assisted technology
- Use of prompts
    - Film analysis questions
- Modification of content and student products
    - Writing prompt
    - Stress & Coping Assessment
    - Vocabulary quiz
- Testing accommodations
    - Writing prompt
    - Stress & Coping Assessment
    - Vocabulary quiz
- Authentic assessments
    - Hypnosis discussion

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Inquiry-based instruction
    - *Is stress a disease?*
- Higher-order thinking skills
    - *Is stress a disease?*
- Interest-based content
    - *Is stress a disease?*
- Real-world problems and scenarios

    - *Coping mechanisms*
    - *Different types of therapies*

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Visual learning, including graphic organizers
    - Hypnosis film
- Think-pair-share
    - Turn and Talk