

Rumson-Fair Haven Regional High School

Course: *Social and Abnormal Psychology*

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Section I: Course Description

Social and Abnormal Psychology is a semester-long elective course that explores how social influences shape human behavior and how psychological disorders develop, are understood, and are treated. Students will begin by examining the foundations of psychology as a social science by understanding the various methods used by psychologists, including experiments, correlational studies, and case studies. Students will then examine topics in Social Psychology such as conformity, obedience, persuasion, prejudice, social identity, group behavior, and altruism. Students will tackle the various categorizations of disorders in Abnormal Psychology such as mood disorders, anxiety disorders, schizophrenia, personality disorders, trauma, and stress, and will cap off the course with an analysis of mental health treatment through the lens of contemporary psychological research. Using case studies, classic experiments, discussions, media analysis, and collaborative activities, students will investigate the biological, psychological, and social factors that influence behavior and mental health. This course also explores evidence-based approaches to therapy, health psychology, and the importance of reducing stigma surrounding mental illness. Emphasizing critical thinking, empathy, and scientific inquiry, this course helps students better understand themselves, others, and the role psychology plays in everyday life.

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

1. **2020 New Jersey Student 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 (NJSLs-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 sophistication of learning about history, economics, geography, and civics at all ages."
 - **2023 New Jersey Student Learning Standards English Language Arts:**
 - "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language; read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences) leverage complex texts and digital media to develop comprehension, active listening, and discussion skills ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens; evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media; express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines and learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."
2. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - "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."
3. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**

- “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.”
- 4. ***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.”
- 5. ***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.”
- 6. ***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.”
- 7. ***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. In accordance with 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.”
- 8. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Social and Abnormal 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 Multi-Language Learners (MLL) 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 on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

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

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Social and Abnormal Psychology</i>	Grade Level: 10, 11, 12
Unit I: Foundations of Psychology	Weeks 1-2
Unit II: Social Psychology	Weeks 3-6
Unit III: Abnormal Psychology	Weeks 7-17
Unit IV: Psychological Treatment	Weeks 18-20

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Social and Abnormal Psychology*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision* (DSM-5-TR)
- <https://www.apa.org>
- <https://thecrashcourse.com/>
- <https://www.simplypsychology.org/>
- <https://thedecisionlab.com/>
- <https://spsp.org/>

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Social and Abnormal 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 *Social and Abnormal 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 *Social and Abnormal 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 *Social and Abnormal Psychology* curriculum by the *Social and Abnormal Psychology* instructional team:

Unit I: Foundations of Psychology
Unit Summary
In this unit, students will begin their understanding of psychology as a social science that incorporates elements of both social studies and the scientific method. Students will compare different psychological perspectives, including the behavioral, psychodynamic, cognitive, humanistic, evolutionary, and biopsychosocial perspectives in order to obtain a baseline for further study in more specific content areas throughout the course. Additionally, students will learn about different types of studies– non-experimental, correlational, and experimental studies to weigh the advantages and challenges of each. Students will explore the ethical considerations necessary in the field of psychology that have changed

over time and continue to shape the future of discovery in this subject. Students will have their first experience with engaging in data organization and interpretation, understanding how data is integral to seeing patterns in thoughts and behavior as well as to supporting or refuting a hypothesis.

Standards/Core Ideas/Performance Expectations/Progress Indicators

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

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.1.12.HistoryUP.11.a, 6.1.12.HistoryUP.11.b, 6.1.12.HistoryUP.13.a, 6.1.12.HistoryCA.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCC.14.d, 6.2.12.HistoryUP.2.a
- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12
 - RL.CR.11-12.1, RI.CR.11-12.1, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RL.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
● How is psychology a science? ● What are the three key elements of the scientific attitude, and how do we support scientific inquiry? ● How does critical thinking feed a scientific attitude in everyday life? ● How do cognitive biases illustrate why science-based answers are more valid than those based on common sense? ● How do theories advance psychological science? ● *How do psychologists use various methods to observe and describe behavior? ● *What is correlation, and how can it be illusory? ● How does experimentation demonstrate cause and effect? ● How do psychologists know which research design to use? ● *What ethical research guidelines do psychologists follow to safeguard human and animal welfare? ● What are descriptive statistics? ● How do we describe data using measures of central tendency and percentile rank? ● Why do we use measures of variation? ● What are inferential statistics? ● How do we determine whether a difference between groups can be generalized to other populations?	● Psychology's findings are the result of a scientific approach— based on careful observation and testing. ● The scientific attitude enables us to be curious, skeptical, and humble in analyzing competing ideas or our own observations. ● Critical thinking puts ideas to the test by examining assumptions, appraising the source, discerning biases, and assessing conclusions. ● Hindsight bias, overconfidence, and the tendency to perceive patterns in random events lead us to make poor judgments about the world. ● Psychological theories allow for the generation of hypotheses, which are tested with studies that operationalize variables to allow for replication. ● *Non-experimental methods describe but do not explain behavior because these methods do not control variables that can affect behavior. ● *Correlation is the degree to which two variables are related to one another and how well one predicts the other. Illusory correlations are random events that we notice and falsely assume are related. ● Experiments allow for cause-and-effect relationships because they use random assignment, manipulate the independent variable, and utilize blind procedures whenever plausible. ● Psychologists design studies and choose research methods that will best provide meaningful results. ● *Psychologists protect human and animal subjects' well-being by following ethical guidelines like informed consent, debriefing, and minimal risk of harm. ● Researchers use descriptive statistics to measure and describe characteristics of groups, including the mean, median, and mode. ● A measure of central tendency is a single score that represents a whole set of scores, and percentile rank indicates what percentage of scores fall beneath a given score. ● Inferential statistics include ways of determining the reliability and significance of an observed difference between the results of different groups. ● An observed difference between groups has statistical significance if the sample averages are reliable and the difference between them is large.
Evidence of Learning	

Formative & Alternative Assessments: • Coursework • Class discussions • Perspectives slide activity • Research Methods Strengths and Weaknesses • Correlational Studies practice • Experimental vs. Correlational Research activity • *Variables activity • *Unethical Experiments discussion • Research Scenario analysis • Shoe Size and Hair Length Lab • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Psychological Methods Assessment (Benchmark) • Design Your Own Experiment Project (Benchmark)	Resources Needed: • https://www.apa.org • https://thecrashcourse.com/ • https://www.simplypsychology.org/ • https://thedecisionlab.com/ • https://spsp.org/ • Top Ten Unethical Psychological Experiments • <i>Common Sense Education</i> (www.commonsense.org)
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Unit II: Social Psychology	
Unit Summary	
In this unit, students will investigate how the presence, influence, and expectations of others shape human thoughts, feelings, and behaviors. Drawing on foundational theories and classic research in social psychology, students will examine why individuals conform to group norms, obey authority figures, form attitudes and stereotypes, explain the behavior of others, and decide whether to help those in need. Through the study of key experiments—including those by Solomon Asch, Stanley Milgram, and Leon Festinger—students will evaluate the role of situational influences while considering the interaction between individual cognition and social context.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Social and Abnormal Psychology</i>: • <i>2020 New Jersey Student Learning Standards: Social Studies</i>: ◦ 6.1.12.HistoryUP.11.a, 6.1.12.HistoryUP.11.b, 6.1.12.HistoryUP.13.a, 6.1.12.HistoryCA.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCC.14.d, 6.2.12.HistoryUP.2.a • <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> ◦ RL.CR.11-12.1, RI.CR.11-12.1, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> ◦ 8.2.12.EC.1 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> ◦ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9	
Unit Essential Questions	Unit Enduring Understandings
• *Conformity: Why do people conform to the beliefs and behaviors of a group, even when they disagree? • *Persuasion and Obedience: What factors influence people to agree, obey, or resist their peers and/or an authority figure? • *Groupthink and the Bystander Effect: How does being part of a group shape individual thinking, decision-making, and behavior? • Social Identity: How do our social identities and cultural experiences shape the way we think, feel, and behave? • *Prejudice: How do stereotypes and	• *People conform because normative and informational social influence shape behavior, demonstrating that social pressure can override independent judgment, as illustrated by Solomon Asch's conformity experiments. • *Persuasion and obedience are influenced by message characteristics, social context, and perceived legitimacy of authority, demonstrating that situational factors can strongly affect behavior, as shown in Stanley Milgram's obedience studies. • *Group processes such as groupthink, deindividuation, social loafing, and diffusion of responsibility influence decision-making and behavior, often reducing individual accountability and critical thinking. • Social identity and cultural norms influence self-concept, in-group and out-group perceptions, and social behavior, affecting how people interpret and respond to others.

prejudice develop, and what can individuals and societies do to reduce them? • Cognitive Dissonance: How do people respond when their beliefs, attitudes, and behaviors conflict? • Attribution Theory: How do the explanations we make for people's behavior influence our judgments of ourselves and others? • *Prosocial Behavior and Altruism: Why do people choose to help others, and what factors encourage or discourage helping behavior?	• *Stereotypes, prejudice, and discrimination arise through cognitive categorization and social learning but can be reduced through perspective-taking, equal-status contact, and cooperation toward shared goals. • According to Festinger's theory of cognitive dissonance, individuals are motivated to reduce psychological discomfort by changing their attitudes, behaviors, or justifications to restore consistency. • People use attribution processes to explain behavior, but biases such as the fundamental attribution error and self-serving bias often lead to inaccurate judgments of themselves and others. • *Prosocial behavior is influenced by empathy, reciprocity, social responsibility, and situational factors such as diffusion of responsibility, as demonstrated by research on the bystander effect following the Kitty Genovese case.
Evidence of Learning	
Formative & Alternative Assessments: • Coursework • Class discussions • Asch Line Judgement Activity • Foot-in-the-Door Persuasion Activity • Bystander Simulation • Implicit Bias Scenarios • Groupthink Survival Challenge • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Discrimination in the Nation Seminar (Benchmark) • Social Psychology Case Study Analysis (Benchmark) Resources Needed: • https://www.apa.org • https://thecrashcourse.com/ • https://www.simplypsychology.org/ • https://thedecisionlab.com/ • https://spsp.org/ • <i>Common Sense Education</i> (www.commonsense.org)

Unit III: Abnormal Psychology	
Unit Summary	
In this unit, students will examine the characteristics and causes of psychological disorders through the lens of the biopsychosocial approach. Students will investigate how biological factors, cognitive processes, learning experiences, social environments, and cultural influences interact to shape mental health and psychological functioning. Using the DSM-5-TR as a framework for understanding diagnosis, students will distinguish between typical variations in behavior and psychological disorders across multiple classifications, including mood and anxiety disorders, dissociative disorders, schizophrenia and psychosis, personality disorders, eating disorders, addiction and substance abuse, and trauma-related disorders.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Social and Abnormal Psychology</i>: • 2020 New Jersey Student Learning Standards: Social Studies: ◦ 6.1.12.HistoryUP.11.a, 6.1.12.HistoryUP.11.b, 6.1.12.HistoryUP.13.a, 6.1.12.HistoryCA.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCC.14.d, 6.2.12.HistoryUP.2.a • 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12 ◦ RL.CR.11-12.1, RI.CR.11-12.1, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7 • 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking ◦ 8.2.12.EC.1 • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills ◦ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9	
Unit Essential Questions	Unit Enduring Understandings
• How do mood disorders affect a person's thoughts, emotions, and daily functioning, and what factors contribute to their development? • Why do some fears and anxieties become psychological disorders,	• Mood disorders, including major depressive disorder and bipolar disorders, are characterized by persistent disturbances in mood that impair functioning and result from interactions among genetic predispositions, neurotransmitter activity, cognitive processes, and environmental stressors within the biopsychosocial model.

and how do biological, cognitive, and environmental factors contribute to anxiety? • How can disruptions in consciousness, memory, identity, and perception develop, and what do they reveal about the mind's response to stress and trauma? • How do schizophrenia and other psychotic disorders alter a person's perception of reality, and what do researchers believe causes these disorders? • How do enduring patterns of thinking, feeling, and behaving become maladaptive, and how do personality disorders affect individuals and their relationships? • Why do some behaviors related to food and substance use become compulsive or harmful, and how do biological, psychological, and social factors contribute to these disorders? • *Why do individuals respond differently to traumatic events, and how can trauma affect psychological functioning over time?	• Anxiety disorders occur when fear and anxiety become excessive, persistent, and maladaptive, resulting from interactions among genetic vulnerability, classical and operant conditioning, maladaptive cognition, and dysregulation of neural systems involved in the stress response. • Dissociative disorders involve disruptions in consciousness, memory, identity, or perception that are often associated with severe stress or trauma, illustrating how psychological defense mechanisms and coping processes may influence mental functioning. • Schizophrenia spectrum disorders are characterized by positive symptoms (such as hallucinations and delusions), negative symptoms (such as flat affect and avolition), and cognitive impairments that are associated with complex interactions among genetic factors, dopamine dysregulation, brain structure, and environmental influences. • Personality disorders involve inflexible, enduring patterns of cognition, emotion, and behavior that deviate from cultural expectations, impair interpersonal functioning, and are influenced by biological predispositions, developmental experiences, and environmental factors. • Eating disorders and substance use disorders involve maladaptive patterns of behavior maintained by interactions among genetic susceptibility, reward pathways, learning, cognition, emotional regulation, and social influences, often resulting in impaired health and functioning. • *Exposure to traumatic events can alter cognition, emotion, memory, and physiological stress responses, and individual differences in resilience, risk factors, coping strategies, and social support influence the likelihood of developing post-traumatic stress disorder (PTSD).
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Evidence of Learning

Formative & Alternative Assessments: • Coursework • Class discussions • DSM-5 Scavenger Hunt • All About Perspective Disorder Discussion • Myth vs. Reality Gallery Walk • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Celebrity Disorder Magazine (Summative) • Mental Disorders in the Media Analysis (Summative)	Resources Needed: • DSM-5-TR • https://www.apa.org • https://thecrashcourse.com/ • https://www.simplypsychology.org/ • https://thedecisionlab.com/ • https://spsp.org/
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Unit IV: Psychological Treatment

Unit Summary

In this unit, students will examine the theories, methods, and effectiveness of psychological treatments used to promote mental health and improve psychological functioning. Students will investigate how psychotherapies, biomedical therapies, and health psychology interventions address psychological disorders through the biopsychosocial model, recognizing that effective treatment often integrates biological, psychological, and social factors. Through the study of major therapeutic approaches—including psychodynamic, behavioral, cognitive, cognitive-behavioral, humanistic, group, and family therapies—as well as psychopharmacology and other biomedical treatments, students will evaluate how different interventions are designed to meet the needs of individuals with diverse psychological disorders.

Standards/Core Ideas/Performance Expectations/Progress Indicators

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

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.1.12.HistoryUP.11.a, 6.1.12.HistoryUP.11.b, 6.1.12.HistoryUP.13.a, 6.1.12.HistoryCA.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCC.14.d, 6.2.12.HistoryUP.2.a
- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12

○ RL.CR.11-12.1, RI.CR.11-12.1, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8, W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7 ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking ○ 8.2.12.EC.1 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills ○ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9		
Unit Essential Questions		Unit Enduring Understandings
● *How does health psychology address issues of physical health and wellness as they apply to behavior and mental processes? ● What are the research and trends in the treatment of psychological disorders? ● *What are the ethical principles in the treatment of psychological disorders? ● What are the techniques used with psychological therapies? ● How is group therapy different from individual therapy? ● To what extent is hypnosis effective?		● *Health psychology applies the biopsychosocial model to explain how biological, psychological, and social factors influence health behaviors, physical wellness, and the prevention and treatment of illness. ● Due to the increased use and effectiveness of psychotropic medication therapy, hospitals and asylums deinstitutionalized massive numbers of people in the late 20th century. Therapists now prefer to treat in decentralized ways, often with a combination of medication and psychological therapies. ● *Psychologists in clinical or therapeutic situations must follow certain ethical principles as established by the APA, including nonmaleficence, fidelity, integrity, and respect for people's rights and dignity. ● Psychoactive medications, such as antidepressants, antianxiety drugs, lithium, or antipsychotic medications, interact with specific neurotransmitters in the central nervous system to address possible biochemical causes of mental disorders. ● Group therapy and individual therapy use different therapeutic approaches and interpersonal dynamics, and each offers distinct benefits depending on an individual's needs, goals, diagnosis, and the evidence supporting treatment effectiveness. ● Hypnosis has shown effectiveness in treating pain and anxiety. Research does not support the use of hypnosis to retrieve accurate memories or regress in age.
Evidence of Learning		
Formative & Alternative Assessments: ● Coursework ● Class discussions ● Treatment Organizer ● Treatment Myths vs. Reality ● Treatment Plan Case Study ● Mental Health Treatment in the Media Analysis ● Individual student check-ins with teacher	Benchmark & Summative Assessments: ● Mental Health Public Awareness Campaign (Summative)	Resources Needed: ● DSM-5-TR ● https://www.apa.org ● https://thecrashcourse.com/ ● https://www.simplypsychology.org/ ● https://thedecisionlab.com/ ● https://spssp.org/ ● Common Sense Education (www.common sense.org)

Section IX: Unit Reflection

The *Social and Abnormal Psychology* instructional team must confer upon the completion of each instructional unit in the *Social and Abnormal Psychology* curriculum 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 should be used by the instructional team for future modifications within the *Social and Abnormal Psychology* instructional curriculum.

Unit Reflection Form: Social and Abnormal Psychology			
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 the 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)