

Cedar Grove School District

Cedar Grove, NJ

2017 | Grade 11

Psychology



Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mr. Peter Prvulovic
Mr. David Schoner
Mr. Vincent Vollero

Psychology

Psychology is a one semester course designed for students who would like to explore human nature from a combined cultural-biological viewpoint. Basic terms, concepts, and principles of psychology are introduced as well as contradicting viewpoints as to how these basic factors can be interpreted. Topics such as consciousness, psychological disorders, and how stress affects their health are reviewed through discussion, lecture, introspection, journal writing, observation, case studies, handouts, a basic text, movies, and field projects. Basic elements of social science research are also introduced.

It is expected that students electing this course would be willing to make a strong individual preparation in order to share their ideas and, on occasion, engage in group learning tasks. A major goal of the course is to expand our basic curiosity to a point where we can make legitimate evaluative statements about socially significant behavior and the psychological implications for issues now confronting society. The course is open to juniors and seniors only.

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
For *Social Studies*,**

**NEW JERSEY STUDENT LEARNING STANDARDS
For *Comprehensive Health and Physical Education*,**

and the

**NEW JERSEY STUDENT LEARNING STANDARDS
for *History, Social Studies, Science and Technical Subjects*.**

The NJSL can be viewed at <http://www.state.nj.us/education/cccs/>

Psychology Unit Calendar

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																			
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
<u>Introduction to Psychology</u>	▶																																													
<u>Consciousness</u>						▶																																								
<u>Psychological Disorders</u>										▶																																				
<u>Stress and Health</u>															▶																															



Introduction to Psychology

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source, provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Text Types and Purposes

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

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

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.

- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- 2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Contemporary United States (1970-Today)

- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b 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.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

B. Geography, People, and the Environment

Revolution and the New Nation (1754-1820s)

- 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

The Great Depression and World War II (1929-1945)

- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

D. History, Culture, and Perspectives

Expansion and Reform (1801-1861)

- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

The Development of the Industrial United States (1870-1900)

- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

The Great Depression and World War II (1929-1945)

- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

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- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

Contemporary United States (1970-Today)

- 6.1.12.D.15.b. Compare the perspectives of other nations and the United States regarding United States foreign policy.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural

and political information, worldwide.

Enduring Understandings

- Psychologists study human and animal behavior in an effort to explain and predict why people behave, feel, and think as they do.
- Through the study of human and animal behavior, people can discover psychological principles that have the potential to enrich the lives of humans

Essential Questions

- How can studying human and animal behavior explain or predict why people behave, feel and think as they do?
- How does this knowledge provide us with the potential to enrich the lives of humans?

Content

- A. Introducing Psychology
- B. A Brief History of Psychology
- C. Psychology as a Profession

Skills

- A1. Describe the range of topics that are covered in an introductory psychology course
- A2. Cite the goals and scientific basis of psychology
- B1. Explain important trends in the history of psychology
- B2. Identify various approaches to the study of psychology
- C3. Explain the work of a psychologist
- C2. Summarize the careers and specialized fields in Psychology

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Demonstrate through oral assessment the differences between individual and societal responsibilities and perspectives

Formative: Other oral assessments

Debate and discuss the theories associated with American Psychologists

Summative: Written Test

Identify and define the different psychological perspectives according to American and European psychologists

Summative: Written Test

End of Chapter test to evaluate level of knowledge.

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research

Resources

- Textbook: *Understanding Psychology*, Richard A. Kasschau, Glencoe, 2008
- Internet
- Periodicals



Consciousness

Collaboration

Stage 1: Desired Results

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Research to Build and Present Knowledge

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

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, 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.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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NJ: Grade 12

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A. Relationships

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- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

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- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
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Contemporary United States (1970-Today)

- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
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Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

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- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

B. Geography, People, and the Environment

Revolution and the New Nation (1754-1820s)

- 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

The Great Depression and World War II (1929-1945)

- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

D. History, Culture, and Perspectives

Expansion and Reform (1801-1861)

- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

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- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

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Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

Contemporary United States (1970-Today)

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- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
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Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

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A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Enduring Understandings

- Psychologists study the different stages of consciousness to better understand the impact these stages have on everyday lives.

Essential Questions

- How do the different stages of consciousness affect us and those around us?
- Do different groups of people need different amounts of sleep?
- Why are teenagers always so tired?
- If drugs are bad for us, why do doctors prescribe medication to help people sleep?

Content

- A. Altered States of Consciousness
- B. Hypnosis, Biofeedback and Meditation
- C. Drugs and Consciousness

Skills

- A1. Describe the research related to sleep and dreams.
- A2. List and discuss sleep disorders
- B1. Determine how hypnosis relates to consciousness
- B2. Describe research into such techniques as biofeedback and meditation
- C1. Describe the effects drugs have on consciousness
- C2. Define drug abuse

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

demonstrate through oral assessment the different stages of consciousness

Summative: Visual Arts Project

Students will demonstrate through a visual arts project their knowledge of one of the sleep disorders

Formative: Other oral assessments

Identify and describe one of the sleep disorders

Summative: Written Test

complete a written test to determine understanding of the different stages of consciousness

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction

Resources

- Textbook: *Understanding Psychology*. Richard A. Kasschau, Glencoe, 2008
- Internet
- Periodicals
- Movies

- Research



Psychological Disorders

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Text Types and Purposes

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

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

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.

- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, 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.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make

informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Contemporary United States (1970-Today)

- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b 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.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

B. Geography, People, and the Environment

Revolution and the New Nation (1754-1820s)

- 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

The Great Depression and World War II (1929-1945)

- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

D. History, Culture, and Perspectives

Expansion and Reform (1801-1861)

- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

The Development of the Industrial United States (1870-1900)

- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

The Great Depression and World War II (1929-1945)

- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

The Great Depression and World War II (1929-1945)

- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

Contemporary United States (1970-Today)

- 6.1.12.D.15.b. Compare the perspectives of other nations and the United States regarding United States foreign policy.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Enduring Understandings

- Students will understand the different psychological disorders and their impact on the individual and society
- Students will understand the the risk factors associated with psychological disorders
-

Essential Questions

- Who is at risk to contract a psychological disorder?
- Can psychological disorders be cured?
- How can psychological disorders affect me and my family?

Content

- A. What are Psychological Disorders?
- B. What are Anxiety Disorders?
- C. What are Somatoform and Dissociative Disorders?
- D. What are Schizophrenia and Mood Disorders?
- E. What are Personality disorders and Drug Addiction?

Skills

- A1. Define psychological disorder
- A2. Distinguish between the concepts of normality and abnormality
- B1. Identify the behavioral patterns that psychologists label as anxiety disorders.
 - b2. Explain what causes anxiety disorders.
- C.1 Identify the behavioral patterns that psychologists label as somotoform disaorders.
- C2. Describe the symptoms of dissociative disorders.
- D1. Describe the disorder of schizophrenia.
- D2. Describe several theories that may try to explain mood disorders.
- E1. Describe how personality disorders differ from other psychological disorders
- E2. Explain how drug abuse is a psychological problem.

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Demonstrate through oral assessment the different issues associated with psychological disorders

Summative: Technology Project

Identify, define and present to class one of the psychological disorders

Formative: Written Test

End of chapter test to evaluate level of knowledge related to psychological disorders

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Student Presentations

Resources

- Textbook: *Understanding Psychology*, Richard A. Kasschau, Glencoe, 2008
- Internet

- Debates
- Projects
- Differentiated Instruction
- Research

- Periodicals
- Movies depicting psychological disorders



Stress and Health

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Writing

Text Types and Purposes

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

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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- WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

while attending to the norms and conventions of the discipline in which they are writing.

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- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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- WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Research to Build and Present Knowledge

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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.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJ: 2014 SLS: Comprehensive Health and Physical Education

NJ: Grade 12

2.4 Human Relationships and Sexuality

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- 2.4.12.A.6 Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

A. Civics, Government, and Human Rights

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

- 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

The Emergence of Modern America (1890-1930)

- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

The Great Depression and World War II (1929-1945)

- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Contemporary United States (1970-Today)

- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Contemporary United States (1970-Today)

- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b 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.

Age of Revolutions (1750-1914)

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

B. Geography, People, and the Environment

Revolution and the New Nation (1754-1820s)

- 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

The Great Depression and World War II (1929-1945)

- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

D. History, Culture, and Perspectives

Expansion and Reform (1801-1861)

- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Civil War and Reconstruction (1850-1877)

- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

The Development of the Industrial United States (1870-1900)

- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

The Great Depression and World War II (1929-1945)

- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

The Great Depression and World War II (1929-1945)

- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Postwar United States (1945 to early 1970s)

- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

Contemporary United States (1970-Today)

- 6.1.12.D.15.b. Compare the perspectives of other nations and the United States regarding United States foreign policy.

Contemporary United States (1970-Today)

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

A Half-Century of Crisis and Achievement (1900-1945)

- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.

The 20th Century Since 1945 (1945-Today)

- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Enduring Understandings

- Students will understand how stress impacts their daily lives.
- Students will understand how stress can be beneficial as well as harmful to their health
- Students will understand how coping strategies can help them deal with daily stress.
- Students will understand how college and work can lead to stress.

Essential Questions

- What is stress and how does it affect me?
- What ways to minimize the negative affects of stress on me?
- Why does stress increase after we leave high school?

Content

- A. Sources of Stress
- B. Reactions to Stress
- C. Coping with stress
- D. Stress in your Life

Skills

- A1. Define stress
- A2. Identify various sources of stress
- B1. Provide examples of psychological, physical, and behavioral reactions to stress
- B3. Identify stages of the stress reaction
- C1. Explain defensive strategies of coping with stress.
- C2. Describe active strategies of coping with stress
- D1. Identify some of the issues related to adjustment to college life
- D2. Describe issues related to starting a first job

Stage 2: Assessment Evidence

Assessments

Formative: Other oral assessments

Demonstrate through class participation the different types of stress and their affects on our health

Formative: Narrative Writing Assignment

Submit a written narrative identifying stressors in their life as well as ways to minimize the negative impact these stressors may have.

Formative: Self Assessment

Determine level of stress in their life. Identify cause of the major stressors.

Summative: Written Test

Written test to determine level of knowledge

Stage 3: Learning Plan

Learning Activities

- Lecture
- Class Discussions
- Student Presentations
- Debates
- Projects
- Differentiated Instruction
- Research

Resources

- Textbook: *Understanding Psychology*, Richard A. Kasschau, Glencoe, 2008
- Internet
- Periodicals
- Movies and documentaries identifying and demonstrating stress in the lives of young adults.